LAST COPY

A Study of the Learning Environment at Women's Colleges

The Women's College Coalition

Washington, D.C.

This publication and the research which it represents were made possible with the assistance of a grant from the Ford Foundation.

© 1981 The Women's College Coalition

A Study of the Learning Environment

at Women's Colleges

TABLE OF CONTENTS

I. PREFACE 3

II. INTRODUCTION 7

Acknowledgments 16

Methodology 20

Format of the Report 24

III. HIGHLIGHTS OF THE STUDY 27

IV. DATA 43

Presidents 44

Faculty 89

V. INSTRUMENTS 144

Presidents 145

Faculty 161

Instructions 177

VI. BIBLIOGRAPHY 183

VII. APPENDIX 187

I. Preface

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

PREFACE

Women's colleges, founded predominantly in the 19th century as the women's alternative to a higher education system otherwise almost exclusively male, have long viewed themselves as an affirmation of women's right to hold high aspirations.

In recent years, the concern exemplified by women's colleges for providing what is now called equity in education has become a national concern. At the same time, new institutional patterns have proliferated in higher education and women's colleges represent only one of the strategies being tried to create truly equitable learning environments for women. None of these strategies, including those represented by women's colleges, is perhaps producing as much change on as many fronts as women's advocates would like to see. Accumulating evidence from the work of researchers like Alexander Astin and M. Elizabeth Tidball does suggest, however, that the women's colleges are associated with unusual outcomes related to the persistence and subsequent achievement of their graduates. As a result, there has developed an increasing interest in descriptive data about the nation's women's colleges--which now number 117 institutions in 26 states and the District of Columbia--and an interest in studying them as a group.

Two years ago, with support from the Ford Foundation, the Women's College Coalition began a project designed to develop and disseminate this kind of descriptive data. We began with a statistical profile based on data acquired from national data collectors, and focusing on institutional characteristics, enrollment trends, faculty composition, student characteristics, and some basic data on patterns of revenues and expenditures.

The study on which the current report is based expands considerably on that initial effort and, with instruments developed by the Women's College Coalition, begins to describe a set of institutional characteristics quite different from and in many ways less easily quantifiable than those presented in the Profile. Yet, these are the characteristics that contribute most to the environment, or climate, in which women's college students and faculty live, learn, and work.

The study thus probes perceptions of the mission of the women's college as described by women's college faculty and presidents. It looks at the institutional reward system, and at faculty attitudes toward teaching, toward interaction with students, and toward the kind of curricular change designed to bring about full recognition of women in the academic process and intellectual life of the college. It documents the presence of women throughout the college.

In its different sections, it reveals some exciting things:

--a set of colleges in which presidents and faculty, both male and female, clearly interpret the mission of the college as one of responding to the particular needs of women

--a set of institutions in which a series of special missions serve to reinforce the feminist educational goals held by the faculty

--a set of colleges in which more than 80% of the faculty have adapted their individual course syllabi to recognize more effectively the perspectives and contributions of women

--a set of institutions in which women in positions of power, prestige, and authority are not the exception, but rather the norm

--a set of institutions in which the reward system seems truly to affirm women's full participation in the intellectual work and product of the institution

Women's colleges have sometimes been thought of as institutions which happened to admit women only. What this study suggests is that something profoundly different from "happening to admit women only" is occurring at these institutions--something more akin to the active development of institutions whose identity and purpose flow directly from their commitment to women, and whose identity and purpose are deepened by a new fusion of that purpose with the intellectual work of the college.

We hope that this report will prove useful not only to individual women's colleges, but to all institutions of higher education with an interest in examining new strategies for exercising their commitment to sex equity.

Martha Church

Dr. Martha Church
President, Hood College
Chair, Data Project Advisory Committee
Women's College Coalition

II. Introduction

INTRODUCTION

It has been called the educational, academic, or learning environment; the college character, climate or personality; the campus experience; the institutional ethos; or even "the set of college impact variables." In its simplest form, it is the response to the ubiquitous query of the prospective student, "But what's the college really like?" On a more sophisticated level, it is the link between student as input and alumna as outcome.

This is a descriptive study of the learning environment at women's colleges. As such, it partakes of and hopefully contributes to a rich literature of college environments, their impact and outcomes. Many prominent educational researchers (Feldman and Newcomb, 1969; Chickering, 1969; Astin, 1977; Bowen, 1977) have made significant contributions to this body of research. A synthesis of their research indicates, to hazard a generalization, that significant differences exist between college "climates," that particular climates attract particular types of students, and that educational environments interact with student characteristics in determining various cognitive and non-cognitive changes that occur in college.

The direct relationship between student and environment is a complex one. The question of impact is complicated by "the innumerable sources of potential impact in the various academic and social sectors of a colleges--the campus milieu, the values of the faculty, the emphasis of academic majors, the orientations of student groups."[1]

While recognizing the complexity of student-environment relationships, it seems nonetheless critical for researchers to attempt to identify and describe those institutional characteristics which may have an impact on students.

The importance of such inquiry is all the more critical with respect to women students. If we accept that the primary goal of an institution of higher education is to assist each person in fully developing his or her potential, then institutions of higher education have an obligation to counteract traditional patterns of socialization which have limited women's sphere of achievement in the past. They have an "obligation to prepare (women) to

follow paths previously closed to them and new paths yet to be cut."[2] Specifically, women's participation in such "closed fields" as science, engineering and mathematics, their persistence to advanced and professional degrees, and the encouragement of their aspiration to achievement have now become the responsibility of institutions of higher education.

"Higher Education Has Obligations to a New Majority" read the recent headlines in The Chronicle of Higher Education announcing that, for the first time, the majority of college students are now women. "The responsibility of colleges and universities is to provide the educational help so that women can develop the knowledge, confidence, resources, and strategies for success in today's world."[3] The article concludes that "higher education's record over the past decade is proof that it has far from fulfilled that responsibility. Many examples could be offered to support such a conclusion. Dr. Jeanne Block notes, in her review of studies of sex-differentiated teacher behavior, that "At the university level, survey studies of student attitudes reveal that female students more often report that their professors do not take their intellectual aspirations seriously (Hochschild, 1976) and that they fail to socialize women in professional roles (Heyman, 1977)...The attrition of women in higher education may reflect, among other factors, the pernicious effects of this pattern of discouragement and negative reinforcement in achievement motivation."[4] Whether certain college environments can reverse such trends, and whether certain factors in those learning environments can be isolated, described, and adapted to other environments in ways that mitigate such trends --these are among the critical questions facing a new decade of women's educators.

The literature of impact and outcomes has long suggested that changes in college environments affect student behavior. Chickering's book Education and Identity, as Howard Bowen has also noted, is devoted almost exclusively to examining ways of improving higher education based on the assumption that educational environments do make a difference in student development.

Alexander Astin's Four Critical Years went further in demonstrating that "different types of colleges have significant impacts on student outcomes"[5] and that certain colleges may be better for some students than others.

Recently the college environment has come under scrutiny by women's advocates. The work of M. Elizabeth Tidball, begun in the early seventies, has stood primary to this effort; it is now complemented by such efforts as the **Feminist Press** initiative to assess the "health" of the college environment for women at colleges and universities across the country[6] by acquiring information related to such factors in the learning environments as curricular, financial aid and scholarship, role models, and centers for reentry women, among others.

The study on which this report is based was undertaken in the same spirit as many of the efforts previously cited. Women's college advocates familiar with the outcomes associated with their colleges felt nevertheless that they lacked solid descriptive data necessary to the documentation of the environment common to women's colleges. There was a felt need at women's colleges to be able to answer the question so often posed to them, "Other than the fact that all your students are women, how are you different?"

Hence this report on the learning environment at women's colleges. The report is based on a survey of presidents and faculty at women's colleges conducted by the Women's College Coalition in the spring of 1980. Part of a data collection project funded by The Ford Foundation, this study complements earlier work conducted by the Coalition designed to examine various aspects of the nation's women's colleges in an effort to further our understanding of the ways in which educational environments can encourage women's development and achievement.

A word of caution is in order. Without comparative data, of course, the "difference" between women's colleges and other institutions is subject to conjecture. Where such data exist (representation of women on the faculties and administrations, for example), real differences can be drawn. It has not, however, been our intention to draw such comparisons. Nor was it our intention, in designing the survey, to evaluate the effectiveness of such an environment or to trace causal links between the characteristics of such an environment and the outcomes already associated with women's colleges (see below). Rather, it was our intention to study and document the college environment at women's colleges, so that future research in a number of important areas could progress apace.

In our framing of the areas of exploration within the large rubric of "the learning environment" a number of researchers were influential to our thinking and must be acknowledged here.

Outcomes Associated with Women's Colleges

Two researchers have documented specific outcomes associated with attendance at a women's college.

Tidball's study of 1500 women randomly selected from Who's Who in American Women demonstrated that women's college graduates were approximately twice as likely to be listed as were women graduates of coeducational institutions.[7] A subsequent study[8] of those undergraduate institutions ranking highest over four decades in the percentage of women graduates who obtained doctorates, demonstrated that women's colleges dominated the list, comprising eight of the twelve institutions to appear in the top 25 with respect both to the number and the percentage of their women graduates who subsequently obtained doctorates. Thus, Tidball suggests, achievement and persistence are outcomes positively associated with attendance at a women's college.

More recently[9], Tidball has gone on to explore these outcomes as they are associated with different factors in the learning environments at women's colleges. Tidball has analyzed achiever production as it relates to the number of women on the faculty, institutional size and selectivity, faculty compensation, and academic expenses. These variables were influential in the construction and analysis of our own survey instruments.

Alexander Astin's landmark work Four Critical Years suggests that single-sex colleges facilitate student development in several areas: academic, interaction with faculty, verbal aggressiveness, and intellectual self-esteem. Astin concludes that "students at single sex colleges are more satisfied than students at coed colleges with virtually all aspects of college life: student-faculty relations, quality of instruction, curricular variety, student friendship, and quality of the science program; and that women are more likely to attain positions of leadership and to become involved in student government, to develop high aspirations, and to persist to graduation if they attended a women's college."[10]

Based upon these findings, we determined to incorporate in our instruments, wherever possible, questions which might elicit data pertinent to these suggested outcomes. The number of women faculty, faculty aspirations for students, the quality and frequency of student-faculty interaction, and variations in responses to these questions associated with size of institution and sex of respondent--these aspects of our survey evolved from our reading of the work of Tidball and Astin. Thus, we hoped that the data to be retrieved from a descriptive analysis of the learning environment would build upon earlier research which tended to point in several obvious directions. In specific areas as well, literature related to college environments served to guide the direction of our inquiry.

Areas of Inquiry

Mission

In weighing the importance of mission to the educational climate, we are indebted both to the Carnegie Foundation for the Advancement of Teaching and to Howard Bowen, both of whose work convinced us of the importance of seeking insights about actual student outcomes that may be revealed by examining differences among educational goals or "intended outcomes." Bowen goes so far as to describe mission statements or educational goals as "hypotheses about the consequences of higher education (and)... a useful starting point in the study of outcomes."[11] The Carnegie Foundation speculated about the impact of mission upon the college community and concurred that "although the development of the mission statement is properly the work of a college's academic leaders, its influence will be institution-wide..."[12]

The idea of mission as a self-fulfilling prophecy has also been the subject of some discussion among women's advocates. Adrienne Rich has pointed out that the coeducational college mission statement that professes to "develop the whole man" probably does exactly that. "This is no semantic game or trivial accident of language," writes Rich; "what we have at present is a man-centered university, a breeding ground, not of humanism, but of masculine privilege."[13] The Ford Foundation and Rocke-

feller Family Fund study that concluded men at coed institutions receive more career directed information from faculty members than do women[14] seems to provide the actual outcome complement to just such an intended outcome.

The mission literature, overall, convinced us of the necessity to ask women's college representatives to identify the "special mission" of a women's college--first, to determine if it was, indeed, special and, second, to allow us to identify some of the intended outcomes associated with this specialized environment.

Administrators

Research regarding the effect of administrators upon students is relatively scarce. The issue at women's colleges is more appropriately defined as the presence of women on the administration and their possible effect on women students. Here the literature is somewhat amplified but is primarily related to the issue of sex equity. Of course, it is important that women's colleges be explored at this level in light of their stated commitment to women. It is important to ask if the data reveal this as an area where such a commitment is actualized.

More recently, however, new research has suggested an even more compelling reason for examining the representation of women on the college administration. That study, conducted by the Henry A. Murray Research Center at Radcliffe, concludes that:

> Women students at coeducation institutions are more likely to choose non-traditional women's careers if they attended a school that was relatively small and selective, and that had a relatively high percentage of female administrators. Women seniors were more likely to aspire to a high status job, regardless of career area, if the school had, again, a relatively high percentage of female administrators, as well as special services for women, and a relatively low percentage of women in clerical and maintenance positions. Surprisingly, the more women counselors and advisers at an institution, the less likely women students were to aspire to high status jobs.[15]

The Radcliffe study implies an important adaptation of Tidball's research on the relationship between women faculty and women students.

Thus, the documentation of women's representation at all levels of the administration and in other non-faculty positions of leadership at women's colleges was pursued as an important aspect of the total learning environment.

Faculty and Faculty Goals

Howard Bowen has stated that "the belief is widespread that the influence of faculty as exemplars and as caring persons, can be substantial,"[16] Astin concluded that, "Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable or, indeed, any other student or institutional characteristic."[17] In a study of college impact in eight different institutions, Gaff (1973) found that "the conditions which increase the amount of closeness, breadth, and duration of student-faculty relationships would enhance the educational impact on the lives of students."[18]

By contrast, Feldman and Newcomb (Impact of College on Students, 1969) found that institutions differ considerably in the nature of closeness of student-faculty contacts and concluded that "though faculty members are often individually influential, particularly in respect to career decisions, college faculties do not appear to be responsible for campus-wide impact, except in settings where the influence of student peers and of faculty complement and reinforce one another."[19]

Other observers note that faculty are important contributors to the educational environment in their role of translating and enforcing educational goals and values. One researcher calls this "a sociological truism--that if young people are exposed to four years of institutional norms and values in the very milieu in which they are explicit and authoratative, they will become socialized to the predominant values of the milieu and will come to acknowledge their legitimacy."[20]

The most significant research in this area specifically related to women's colleges has been the work of M. Elizabeth Tidball. She suggests that there is a highly significant positive correlation between the numbers of women achievers and the numbers of women faculty: "The development of young women of talent into career successful adults is directly proportional to the number of role models to whom they have access."[21] Tidball also determined that, whereas women faculty are more affirming of sex-related issues than are male faculty, men faculty in women's colleges are the most affirming of all male faculty in any type of environment with respect to women's issues. "Of Men and Research," 1976.

Jeanne Block also reinforces the theme of self-esteem by noting that, "In educational institutions with small numbers of women faculty members, often occupying lower academic ranks than their male colleagues, the image of success is blurred by inferior status."[22]

Clearly, the contributions of faculty to the learning environment are many and complex. Based upon the research cited, we felt it most important to this study to ask the following questions, all of which are reflected in the survey instrument:

1. What is the sex and disciplinary composition of the faculty?

2. Are such academic merits as rank and tenure distributed equitably by sex?

3. What educational values do the faculty hold and do these values reflect their interpretation of institutional mission?

4. Do women faculty favor women's issues more than male faculty?

5. What is the quality and frequency of faculty-student interaction?

If we could provide some answers to the above questions, we would have provided a number of important leads upon which future research could be built.

Curriculum

In framing this study, we were interested in two types of curricula--first, the "formal curriculum" or the one described in the course catalogue and comprising hundreds of courses; and secondly, what Benson R. Snyder has labeled "the hidden curriculum,"[23] meaning the academic and social norms emanating from the formal teaching goals of an institution and sending messages to the students regarding appropriate academic behavior. Thus, the "hidden curriculum" at certain types of institutions, it might be surmised, signals to women students the importance of choosing sex appropriate majors and undermines self-esteem by belittling the contributions of women to history and literature. This hidden curriculum was explored by probing faculty goals and attitudes in the learning environments study.

In the area of curriculum as it relates to women's colleges, we were primarily concerned with documenting the institutions' efforts to "bring the study of women into the mainstream of the curriculum" and in this regard, we were primarily reliant upon the work of Florence Howe, who defined "women's studies" in the broadest possible construct, encompassing faculty attitudes, teaching methodologies, faculty research topics, the development of courses on women, and the incorporation of women into existing courses. Howe's work also probes the impact of women's studies on the institutions in which it is found. What Howe suggested to us, in her discussion of impact, was a starting definition of the characteristics of an educational environment transformed, through the workings of a change agent like women's studies, so that it genuinely affirmed women.

Thus, the examination of curriculum which we undertook as part of this study was aimed at identifying and describing the ways in which women's colleges had adapted the traditional curriculum--both formal and "hidden"--to recognize the contributions and concerns of women.

Conclusion

These four areas--mission, administration, faculty, and curriculum--were to serve as our working map for an exploration of the learning environment at women's colleges. It is our hope that the descriptive data provided by this survey will contribute to future research efforts appropriately devoted to measuring the effects of different educational environments on the intellectual and personal development of <u>both</u> men and women.

ACKNOWLEDGEMENTS

A number of people have been generous in contributing their time and experience to this project and the researchers would like to acknowledge these debts here.

First and foremost is Mariam Chamberlain of the Ford Foundation without whose interest, sensitive criticism, and encouragement this project would not have been possible.

A similarly large debt is owed M. Elizabeth Tidball whose intelligent and seminal work in the area of women's colleges has served as a catalyst to this and many other studies in the area. Without her skillful trailblazing, it is doubtful whether many of the issues raised in this document would have come to light. Additionally, Dr. Tidball was kind enough to serve as an informal advisor to this project from its inception and the researchers are grateful to her for her contribution.

A number of people donated their expertise in reviewing and critiquing the survey instruments. These include Dr. Martin Abravanel of the Department of Housing and Urban Development; Dr. Ronald Bush of Cleveland State University; Beth Reed of the Great Lakes College Association; Judith M. Gappa of Utah State University; and Dr. Jean Walton of Scripps College.

Dr. Michael Goldstein of the U.S. Commission on Civil Rights is to be credited with the invention of the randomizing method in the project, as well as for his many critical contributions.

Three data analysts familiar with women's colleges reviewed the complete set of data and offered extensive commentary, much of which is incorporated into this report. They are: Dr. Ruth Schmidt of Wheaton College; Dr. Elizabeth Minnich of the Union for Experimenting Colleges and Universities; and Sr. Martha Jacob of the Neylan Conference of the Association of Catholic Colleges and Universities.

Martha Church, President of Hood College and Chair of the Women's College Coalition Data Collection Project Advisory Committee has skillfully guided the project from its inception. To her and to the members of the Data Project Advisory Committee, many thanks are due. Members include: Sr. Judith Cagney, President of Barat College; Dr. Carol Frances, Chief Economist of the Economics and Finance Unit of the American Council on Education; Dr. Virginia Hodgkinson, Director of Research at the National Institute for Independent Colleges and Universities; Dr. Alice Emerson, President of Wheaton College; Dr. Jacquelyn Mattfeld, former President of Barnard College; and Dr. Jeanne Block, Research Psychologist at the University of California, Berkeley.

Finally, to the two chairs of the Women's College Coalition during the life of this project--Dr. Rhoda Dorsey, President of Goucher College, and Sr. Dorothy Ann Kelly, President of The College of New Rochelle--thanks are due as well.

To all of these people, we offer our sincere thanks.

Susan Nall Bales
Research Coordinator

Marcia K. Sharp
Director
Women's College Coalition

REFERENCES AND CITATIONS

[1]Burton R. Clark, et. al., Students and Colleges: Interaction and Change, (Berkeley, Center for Research and Development in Higher Education, 1971), p. 301.

[2]Ruth B. Cowan, "Higher Education Has Obligations to a New Majority," Editorial, The Chronicle of Higher Education, June 23, 1980, p. 48.

[3]Ibid.

[4]Jeanne H. Block, "Sex-related Differences and Educational Policy," (unpublished manuscript, 1980), p. 38.

[5]Alexander W. Astin, Four Critical Years, (San Francisco: Jossey-Bass, 1978), p. 227.

[6]Florence Howe, et. al., Everywoman's Guide to Colleges and Universities, (Old Westbury, New York: The Feminist Press), forthcoming.

[7]M. Elizabeth Tidball, "Perspective on Academic Women and Affirmative Action," Educational Record, 54 (Spring, 1973), pp. 130-35.

[8]M. Elizabeth Tidball and Vera Kistiakowsky, "Baccalaureate Origins of American Scientists and Scholars," Science Vol. 193 (August 20, 1976), pp. 646-

[9]M. Elizabeth Tidball, "Women's Colleges and Women Achievers Revisited," SIGNS: Journal of Women in Culture and Society, Vol. 5, Number 3, 1980, pp. 504-517.

[10]Astin, Four Critical Years, pp. 323-33.

[11]Howard Bowen, Investment in Learning, (San Francisco: Jossey-Bass, 1977), p. 31.

[12]Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum, A Commentary, (San Francisco: Jossey-Bass, 1977), p. 161.

[13]Adrienne Rich, "Toward a Woman-Centered University," On Lies, Secrets, and Silence, (New York: W.W. Norton & Company), 1979, p. 127.

[14]Men and Women Learning Together: A Study of College Students in the Late 70's, Report of the Brown Project, Brown University, April, 1980, pp. 268-69.

[15]"Murray Center Conference Analyzes Factors in Women's Career Choices," Second Century Radcliffe News, January, 1981, p. 7.

[16]Howard Bowen, Investment in Learning, p. 250.

[17]Alexander W. Astin, Four Critical Years, p. 223.

[18]J.G. Gaff, "Making a Difference: The Impacts of Faculty," Journal of Higher Education, November, 1973, pp. 605-22.

[19]K.A. Feldman and T.M. Newcomb, Impact of College on Students, (San Francisco: Jossey-Bass, 1969), p. 330.

[20]Rose K. Goldsen, et. al., What College Students Think, (Princeton: D. Van Nostrand and Company, Inc., 1960), p. 240.

[21]M. Elizabeth Tidball, "Perspective on Academic Women and Affirmative Action," p. 133.

[22]Jeanne H. Block, "Sex Differences in Cognitive Functioning, Personality Characteristics and Socialization Experiences: Implications for Educational Policy," (unpublished manuscript, 1979) p. 52.

[23]Benson R. Snyder, The Hidden Curriculum, (New York: Alfred A. Knopf, 1971).

METHODOLOGY

Presidents' questionnaires were mailed directly to the presidents of 117 women's colleges (see appendix for list). The survey instrument was designed in two parts so that presidents might refer questions 1 through 19 to staff more familiar with the specific data requested. Instructions requested that all other questions, however, be completed by the president.

Faculty questionnaires were mailed to 116 college presidents* who distributed them to faculty in accordance with standardized instructions to ensure a random sample of male and female faculty members. Using data reported by the college to the National Beta Club (College Facts Chart 1979-80), women's colleges were separated into three categories, according to the size of the faculty. The number of questionnaires mailed to each college corresponded to the following formula:

# of Faculty	Size Designation	# of Questionnaires Distributed	# of Institutions in Each Cell
under 75	small	10	59
76-150	medium	20	41
150+	large	36	16
TOTAL		1,986	116*

Faculty participants in the survey were selected by presidents according to a randomizing method provided by the data collextors (see instruments). Briefly, the first letter of the last names of faculty selected for inclusion corresponded to the letters of the college name. To eliminate possible bias in the data resulting from identification with the Women's College Coalition, instructions and instruments were mailed under the auspices of the Coalition's affiliation with Hager, Sharp and Abramson, a Washington-based consulting firm.

*Radcliffe was not included in the study, as it does not have a separate faculty.

Both faculty and presidential questionnaires were pre-coded by institution to allow for later re-grouping according to a number of pre-selected variables, such as size and affiliation.

Follow-up letters were sent to presidents encouraging their participation and to selected faculty by presidents according to a prescribed for provided by the researchers (see INSTRUMENTS).

Response

Of the 117 presidents queried, 77 (66%) returned the questionnaires. Of those responding, 55 (71%) were women compared to 76 (55%) in the actual universe. Institutions represented by the responding presidents accurately reflect the universe of women's colleges according to such variables as size, selectivity, level, and religious affiliation.

Of the 1,966 questionnaires intended for faculty, 1,271 (65%) were returned. This sample is 12% of the total population, and accurately reflects the population, according to size, selectivity, and level of college.

The majority of respondents (91.5%) were from faculty at four-year institutions. Faculty teaching at institutions with a Catholic affiliation comprised 45.6% of the sample. Of the total group of faculty respondents, 1,198 indicated their sex. 55% of those so indicating were women, 45% men. Responding presidents indicate that women comprise 61% of their total headcount faculty.

Description of Variables Used in this Report

SIZE: Women's colleges were divided into three categories according to the size of their 1979 teaching faculty as reported by the individual colleges to the National Beta Club.

Small - under 75 faculty
Medium - 75-150 faculty
Large - 150+ faculty

AFFILIATION: Women's colleges were divided into two categories according to religious affiliation. Using information supplied by the Neylan Conference of the Association of Catholic Colleges and Universities, 52 institutions were identified as "Catholic," while the remaining institutions are identified as "Other." The "Other" category includes women's colleges with a protestant affiliation as well as those with no religious affiliation.

SEX: Presidential and faculty responses were divided by sex according to the respondent's identification. In some cases, no sex was identified. Thus, totals will sometimes include male respondents, female respondents, and those for whom no sex was identified.

DISCIPLINE: Presidents were asked to classify faculty according to four disciplinary divisions provided by the researchers. Faculty respondents were asked to identify their specific discipline, which was subsequently reclassified to conform to these designations:

> ARTS AND HUMANITIES include the studio and performing arts, the history and criticism of the arts, film studies and film-making, communications and media studies, history, philosophy, languages, literature, linguistics, english, archaeology, classics, religion, writing, history and philosophy of science.
>
> SOCIAL AND BEHAVIORAL SCIENCES include economics, anthropology, biology, physics, astronomy, earth sciences, and computer science.
>
> INTERDISCIPLINARY includes only those faculty who actually hold their appointment in such fields as ethnic studies, women's studies, environmental studies, urban studies, etc.

NOTE TO RESEARCHERS: Several other variables not included in this report were explored in the coding of the data. They include both faculty and presidential respondents by level and selectivity of institution; and faculty by region and affiliation of their institution as well as individuals by age. In the interest of brevity, these variables are not included in this report but are available to researchers upon request.

Sampling Error

All results printed in tables are subject to sampling error, i.e. the difference between the results obtained from the sample and those which would be obtained by surveying the entire population.

The size of a possible sampling error varies in samples with the size of sample and with the percentage giving a particular answer. The sampling error from the total sample results, therefore, is smaller than error in any given subsample (size of college, region, etc.). The sampling error for the total faculty sample ranges from 2 to 3%.

The following table sets forth the range of error in samples of different sizes and at different percentages of response.

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF A PERCENTAGE

(at 95 in 100 confidence level)*

	SAMPLE SIZE									
	100	200	300	400	500	600	700	800	1000	1200
% near 10	6	4	4	3	3	2	2	2	2	2
% near 20	8	6	5	4	4	3	3	3	3	2
% near 30	9	7	5	5	4	4	4	3	3	3
% near 40	10	7	6	5	4	4	4	4	3	3
% near 50	10	7	6	5	5	4	4	4	3	3
% near 60	10	7	6	5	4	4	4	4	3	3
% near 70	9	7	5	5	4	4	4	3	3	3
% near 80	8	6	5	4	4	3	3	3	3	2
% near 90	6	4	4	3	3	2	2	2	2	2

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

FORMAT OF THE REPORT

The highlights of the learning environments report present key findings of the two surveys and group these findings thematically--in roughly the same categories as were discussed in the introduction to the report. Additionally, the highlights provide summary statements where possible. Highlights are meant to provide an overview of the data. Since highlights are, by definition, selective, we make no pretense of objectivity. Quite simply, the highlights profiled are those which appeared to the researchers to be the most significant descriptors of the learning environment at women's colleges.

Complete data for both the presidents' and faculty questionnaires are presented in tabular form following these highlights. The variables chosen for presentation in each case are those which the researchers deemed most promising for analysis and those which space would allow. Additional variables are available upon request.

Instruments and the complete instruction package mailed to presidents are included in a separate section.

A brief bibliography is also provided. This is not an exhaustive bibliography. It is meant simply to direct interested researchers to important work on the topic of women's colleges and to provide a guide to those works upon which the researchers relied in the review of college environments, impact and outcome literature.

III. Highlights of the Study

HIGHLIGHTS OF THE STUDY

Women's college presidents, male and female, clearly perceive the mission of their institutions as related directly to the particular needs and interests of women in today's society. Of the six categories of mission most frequently cited by presidents, five deal specifically with aspects of equity for women. Mission statements cited by presidents suggest that women's colleges have responded to their special constituencies by developing educational goals specifically reflective of women's needs – goals related to developing leadership, self-confidence, and independence in women; to providing support; and to overturning stereotypes.

Table A: WHAT PRESIDENTS DEFINE AS SPECIAL MISSION

*Question: What is the special mission of a women's college?

	Percentage of presidents citing missions in these categories		
Mission	%Women	%Men	%Total
Overall development/ preparation for life	39	39	38
Provide supportive atmosphere geared to women's needs	23	56	32
Encourage women to take leadership roles	36	11	29
Develop self-confidence, independence and self-respect in women students	25	28	27
Prepare for new roles/fight stereotypes/equalize opportunities	32	6	24
Prepare for adjustment to society/equality	20	17	19

For complete data, see The Learning Environments at Women's Colleges, Data Section, pp. 85-87.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the mission statements presented in the table are the six most frequently cited by the presidents.

Women's college faculty, as a group, parallel their presidents in describing an institutional mission that is directly related to meeting the needs and interests of women. Faculty show a tendency similar to that of their presidents to respond with "equity" rather than traditional liberal arts teaching goals.

Table B: WHAT FACULTY DEFINE AS SPECIAL MISSION

*Question: What is the special mission of a women's college?

Mission	Percentage of faculty citing missions in these categories		
	%Women	%Men	%Total
Overall development/ general preparation for life	35	26	30
Provide supportive atmosphere geared to women's needs	10	11	10
Encourage women to take leadership roles	21	15	18
Develop self-confidence, independence and self-respect in women students	33	19	27
Prepare for new roles/fight stereotypes/equalize opportunities	16	14	15
Prepare for adjustment to society/equality	14	11	12

For complete data, see Learning Environments, Data Section, pp. 124-125.

*Responses to this open-ended question were placed into categories developed by the researchers. Because many of the faculty gave responses falling into more than one category, responses will not total 100%. Included in the mission statements presented here are the six most frequently cited by faculty members.

Additionally, the mission of women's colleges is a dynamic issue for women's college faculty, and one which is discussed with considerable frequency. Faculty are more likely to discuss with a colleague the mission of a women's college than they are their own research interests. They are only slightly less likely to discuss mission than they are criteria for promotion and tenure.

Table C: HOW OFTEN FACULTY DISCUSS MISSION

Question: Mark the box which best indicates how frequently you have engaged in the activity described within the last academic year.

	Percentage of faculty engaging in these specific activities:		
Activity	At least once a week	Several times a semester	Infrequently or never
Discussed with a colleague criteria for promotion and tenure	29	43	28
Discussed with a colleague the mission of a women's college	31	43	26
Sponsored an independent study project	24	30	46
Advised a student about a choice of graduate or professional school	33	44	23
Discussed your research interests with a same-sex faculty colleague and invited his/her comments	20	37	43
Discussed your research interests with an opposite sex faculty colleague and invited his/her comments	17	34	49

For complete data, see Learning Environments, Data Section, pp. 119-123.

Women are present to a significant degree in virtually all aspects of institutional life at women's colleges – on the administration and in the teaching faculties, in the governing bodies, and in the ranks of those who are honored as guest lecturers, commencement speakers, and recipients of honorary degrees and distinguished citizen awards. While the percentages of participation vary with the activity, most approach 50%, thus suggesting that women in positions of prestige and authority at women's colleges are neither the exception nor the rule.

TEACHING

- Women comprise 61% of the total undergraduate head-count faculty. They are more than half of the faculty in all types of colleges covered by the study and in all of the major disciplinary categories--arts and humanities (60%), social and behavioral sciences (51%) and natural and methematical sciences (53%).

- Women are more than half (51%) of all full-time tenured faculty and they hold eight out of ten part-time tenured positions.

- More than half of all full professors in the natural and mathematical sciences are women (52%); in the arts and humanities, and social and behavioral sciences, the figures are 40% and 42%, respectively.

ADMINISTRATION

- Presidents responding to the survey were 72% women and 28% men.

- In nearly half of the colleges (48%), three or more of the last five presidents have been women, and in a quarter of the colleges (24%), all of the last five presidents have been women.

- In more than two-thirds of the colleges (68%), three or more of the top five administrative jobs are currently held by women.

GOVERNANCE

- Women are 48% of all Board members in the colleges. They hold 28% of all Board chair positions, and are 51% of all other Board officers.

SELECTION OF AWARD RECIPIENTS

- In each of the last five years, more than half of all the honorary degree recipients, guest lecturers, commencement speakers and recipients of distinguished citizen awards at women's colleges have been women.

For complete data, see Learning Environments, Data Section, pp. 45-55.

Women's college presidents are virtually unanimous in perceiving it to be the responsibility of women's colleges to serve as leaders in recognizing, in the curriculum, the contributions and concerns of women.

Table D: PRESIDENTS' ATTITUDES ON WOMEN IN THE CURRICULUM

Question: Please state the extent to which you agree or disagree with the following statement: women's colleges should serve as leaders in recognizing the contributions and concerns of women in the curriculum.

	%Women	%Men	%Total
Presidents indicating that they agree or strongly agree with the above statement	92	100	95

For complete data, see Learning Environments, Data Section, pp. 81-84.

As strategies for bringing about the recognition of the contributions and perspectives of women in intellectual life, presidents place more reliance on the presence of women faculty, on faculty attitudes of affirmation, on development of individual courses about women, and on the inclusion of material about women in syllabi of traditional courses, than they do on a formal mechanism such as women's studies.

Table E: HOW WOMEN'S COLLEGES GIVE CURRICULAR RECOGNITION TO THE CONTRIBUTIONS AND CONCERNS OF WOMEN

Question: How does your institution attempt to recognize within the curriculum the contributions and concerns of women? Check all that apply.

Methods of recognizing women in the curriculum	Percentage of presidents citing these methods		
	%Women	%Men	%Total
Changes in course content by faculty	90	89	90
Development of lecture series/women speakers	73	79	75
Non-degree-granting women's studies programs	17	32	22
Degree-granting women's studies departments	2	5	3
Other (unspecified)	37	11	29

For complete data, see Learning Environments, Data Section, p. 78.

Table F: PRESIDENTS' IMPRESSIONS OF THE SIGNIFICANCE OF CHANGES IN COURSE CONTENT

Question: To what extent have faculty members at your institution made substantial changes in the content of their courses to include material which approaches their discipline from a female perspective as well as a male perspective?

	%Women	%Men	%Total
Percentage of presidents responding that changes have been very great or significant	55	42	52

For complete data, see Learning Environments, Data Section, p. 72.

Table G: HOW OTHER ENVIRONMENTAL FACTORS MAY RELATE TO THE WOMEN'S COLLEGE CURRICULUM

Question: Please state the extent to which you agree or disagree with the following statements:

Statements	Percentage of presidents indicating they strongly agree or agree with specific statement	
Women's colleges recognize the contributions and concerns of women in more subtle ways than by overtly identifying women's studies as a separate program	%Women	94
	%Men	91
	%Total	92
A supportive environment for women is a function of the way a subject is taught	%Women	83
	%Men	85
	%Total	83
To a large extent, the supportive atmosphere at women's colleges is the result of the sizeable percentage of women on the faculty and the perspective they bring to their disciplines	%Women	86
	%Men	86
	%Total	87
Men faculty who teach at women's colleges are more likely to develop an affirmative attitude toward women's intellectual abilities than male faculty at coeducational institutions	%Women	82
	%Men	81
	%Total	81

For complete data, see Learning Environments, Data Section, pp. 81-84.

As strategies for recognizing the expanding professional aspirations of women students, presidents cite a wide variety of institutional programs ranging from course work in business and management (the most frequently cited option) to greater emphasis on course work stressing quantitative skills.

Table H: SIGNIFICANCE OF CHANGES TO MEET PROFESSIONAL ASPIRATIONS

Question: In recent years, many colleges have adapted the curriculum in ways designed to meet the expanding professional aspirations of women students. Adaptations of this kind fall into several categories: adding courses in such areas as decision-making or styles of leadership; adding "for credit" internships, etc. How would you characterize the significance of these changes?

	%Women	%Men	%Total
Percentage of presidents responding that "professional" changes were very great or significant	82	81	82

For complete data, see Learning Environments, Data Section, p. 75.

Table I: PRESIDENTS' IMPRESSIONS OF CURRICULAR CHANGES WITH PROFESSIONAL EMPHASIS

*Question: Describe the specific changes in the curriculum at your college which have been designed to meet women's expanding professional aspirations.

Changes	Percentage of presidents citing these specific changes		
	%Women	%Men	%Total
Internships	46	50	48
Strengthened business/ management courses	41	38	41
Counseling/career development/ leadership training	30	38	32
Sequences in pre-law/medicine/ dentistry	20	0	14
Emphasis on career programs (unspecified)	13	14	13
Computer courses	11	19	13

For complete data, see Learning Environments, Data Section pp. 73-74.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the statements presented in the table are the six most frequently cited by the presidents.

Presidents believe that future curricular changes at women's colleges will continue to concentrate on adaptations that recognize the achievements and concerns of women.

Table J: PROBABLE DIRECTION OF FUTURE CURRICULUM CHANGES AT WOMEN'S COLLEGES

*Question: If you were to speculate about the changes which will take place in the curricula of women's colleges in the coming decade, what three changes would you identify as being the most likely to occur?

Changes	Percentage of presidents specifying these changes
Career-oriented programs	39
More emphasis on women's studies	21
Programs for returning women	20

For complete data, see Learning Environments, Data Section, pp. 76-77.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the statements presented in the table are the three most frequently cited by the presidents.

Table K: PROBABLE INCREASE IN RESEARCH ON WOMEN

Question: There will be more research done by both faculty and students at this campus in the next decade.

	%Women	%Men	%Total
Percentage of presidents responding that they strongly agree or agree with the above statement	74	85	77

For complete data, see Learning Environments, Data Section, pp. 81-84.

In addition to their involvement in the professionally-oriented course work indicated by their presidents, women's college faculty are providing students with a significant amount of counseling and professional encouragement in an informal way that is beyond the framework of the formal curriculum. This pattern of activity suggests another important dimension to the women's college environment as it relates to recognition of the professional aspirations of women students.

SUBMISSION OF PAPERS

- 56% of all women's college faculty (55% of the women, 57% of the men) said that they had encouraged a student to submit a paper for publication or for presentation at a scholarly meeting at least as often as once or twice within the past academic year.

DISCUSSION OF STUDENT DEVELOPMENT

- 56% of all women's college faculty (63% of the women, 47% of the men) said that they had discussed with a student her professional and intellectual or scholastic development at least as often as once or twice a week.

STUDENT INVOLVEMENT IN RESEARCH

- 35% of all women's college faculty (29% of the women, 41% of the men) said that they had hired or invited a student to work with them on their own research papers at least as often as once or twice in the last academic year, and 70% said they had discussed their own research with a student and invited her comments at least as often as once or twice per year.

DISCUSSION OF PROFESSIONAL DEVELOPMENT

- 91% of all women's college faculty (91% of the women, 91% of the men) said they had discussed their professional development (career choices, job offers, research interests) with a student at least as often as once or twice in the past academic year.

INFORMAL CAREER ADVICE

- 71% of the faculty (73% of the women, 69% of the men) said they had discussed with a student, in the last academic year, the barriers to participation that may exist in her field, with 15% answering that they had done so as often as once or twice a week.

- 89% of the faculty (91% of the women, 86% of the men) indicated they had discussed with a student the opportunities for participation that may exist for women, with 32% answering that they had done so last year as often as once or twice a week.

- 50% of the women's college faculty (55% of the women, 45% of the men) indicated that they had discussed career options with a student at least once or twice a week.

For complete data, see Learning Environments, Data Section, pp. 119-123.

Women's college faculty, of both sexes and in all disciplinary categories, are significantly involved in activities and conversations directed toward the curricular recognition of women. Their responses to a broad variety of frequency questions seem to corroborate their presidents' statements regarding the significance and nature of the curricular changes which have taken place on women's college campuses.

ADDING MATERIAL ON WOMEN

- 84% of all faculty (84% of the women, 81% of the men) said that they had added material to their course syllabi within the last academic year to recognize the contributions and perspectives of women. 31% (35% of the women, 25% of the men) said they had done this at least once a week.

DISCUSSING THE REPRESENTATION OF WOMEN

- 78% of all faculty (82% of the women, 73% of the men) indicated they had discussed with a colleague or a student the representation of women in materials related to their disciplines, within the last academic year. 21% (24% of the women, 14% of the men) said these discussions took place at least once a week.

KEEPING CURRENT ON RESEARCH ABOUT WOMEN

- 84% of all faculty (86% of the women, 79% of the men) said that within the last year they had read reports of research in their fields related to women. 28% (34% of the women, 19% of the men) said they had done this at least once a week.

RECOGNIZING WOMEN SCHOLARS

- When faculty were asked to list the three scientists or scholars who had made the most important contributions to their disciplines in the last 10 years, nearly half of the women (47%) and 17% of the men listed at least one woman among the three. One-fifth of the women faculty (20%) listed at least two women out of the three.

For complete data, see Learning Environments, Data Section, pp. 119-123, 141.

Both men and women faculty in the sample attach significant personal value to such women's equity and scholarship issues as fostering an understanding of women's past and present contributions to history and culture, developing qualities of assertiveness, ambition and leadership in women, and counteracting the traditional image and role expectation of women. While these goals are not valued as highly as traditional liberal arts teaching goals (such as conveying an appreciation of the liberal arts), they are ranked about the same as goals related to preparing students for future employment, or for graduate or professional school. And while women do show stronger values for equity issues than men, the disparities are not great and indicate significant commitment to equity issues on the part of male faculty in women's colleges.

Table L: FACULTY ATTITUDES TOWARD "FEMINIST" EDUCATIONAL GOALS

Question: How important is each of the following as (A) your personal goal or aim in teaching undergraduate students and as (B) your institution's goal in undergraduate education?

Percentage of faculty citing these personal goals as essential or very important

Educational Goals	%Women	%Men	%Total
To convey a basic appreciation of the liberal arts	87	83	86
To raise women's aspirations	80	73	78
To develop qualities of assertiveness, ambition and leadership	75	66	71
To counteract the traditional image and role expectations of women	72	66	70
To prepare students for graduate school or advanced education	69	67	69
To provide students with role models	76	54	66
To prepare students for employment after college	69	60	65
To foster an understanding of women's present and past participation and contribution to history and culture	59	50	55

For complete data, see Learning Environments, Data Section, pp. 114-118.

On "feminist" teaching goals, women faculty are more likely to see a closer fit between their own personal goals and what they perceive to be their institutions' goals than are men faculty. Male faculty, on the other hand, are more likely to believe that their institutions attach greater value to goals related to women's equity and scholarship than they do personally.

Table L: FACULTY IMPRESSIONS OF THEIR INSTITUTIONS' ATTITUDES TOWARD "FEMINIST" EDUCATIONAL GOALS

Question: How important is each of the following as (A) your personal goal or aim in teaching undergraduate students and as (B) your institution's goal in undergraduate education?

Educational Goals		Percentage of faculty citing these specific goals as essential or very important: Personal	Institutional
To foster an understanding of women's past and present contributions to history and culture	Women	59	68
	Men	50	80
To develop qualities of assertiveness, leadership, and ambition	Women	75	77
	Men	66	77
To counteract the traditional image and role expectations of women	Women	72	70
	Men	66	78
To raise women's aspirations	Women	80	82
	Men	73	85
To provide students with role models	Women	76	73
	Men	54	71

For complete data, see Learning Environments, Data Section, pp. 114-118.

IV. Data

Questionnaire to Presidents
Question 1

FACULTY BY DISCIPLINE,
RANK AND SEX AT
77 RESPONDING WOMEN'S COLLEGES

HEADCOUNT FACULTY		MEN	WOMEN	WOMEN AS % OF RANK
TOTAL 7,370		2,901	4,469	(61%)
ARTS AND HUMANITIES				
Professors (FT)		298	198	(40%)
Associate Professors (FT)		264	294	(53%)
Assistant Professors (FT)		204	326	(62%)
Other Full-time		128	190	(60%)
All Part-time		333	857	(72%)
	TOTAL	1,227	1,865	(60%)
SOCIAL AND BEHAVIORAL SCIENCES				
Professors (FT)		107	78	(42%)
Associate Professors (FT)		106	88	(45%)
Assistant Professors (FT)		135	176	(57%)
Other Full-time		46	102	(69%)
All Part-time		262	246	(48%)
	TOTAL	656	690	(51%)
NATURAL AND MATHEMATICAL SCIENCES				
Professors (FT)		85	92	(52%) ✓
Associate Professors (FT)		100	75	(43%)
Assistant Professors (FT)		122	132	(52%)
Other Full-time		35	66	(65%)
All Part-time		107	138	(56%)
	TOTAL	449	503	(53%)
OTHER				
Full-time	TOTAL	296	954	(76%)
All Part-time		273	457	(63%)
	TOTAL	569	1,411	(71%)

Questionnaire to Presidents
Question 2

TOTAL FULL-TIME AND PART-TIME TENURED FACULTY

	Size of Institution			Affiliation of Institution	
	Total	Small	Medium	Large	Catholic	Other
Full-Time Tenured						
	2028	484	878	666	765	1263
Men						
Number	988	222	431	335	246	742
Percentage	.49	.46	.49	.50	.32	.59
Women						
Number	1040	262	447	331	519	521
Percentage	.51	.54	.51	.50	.68	.41
Part-Time Tenured						
	71	17	27	27	38	33
Men						
Number	13	5	1	7	3	10
Percentage	.18	.29	.04	.26	.08	.30
Women						
Number	58	12	26	20	35	23
Percentage	.82	.71	.96	.74	.92	.70

Questionnaire to Presidents
Questions 3 and 4

NUMBER OF UNDERGRADUATE FACULTY INVOLVED
IN SUPPORTED AND UNSUPPORTED RESEARCH PROJECTS

	SUPPORTED					
		Sex		Size of Institution		
	Total	Male	Female	Small	Medium	Large
Total	466	166	300	56	202	208
Men						
Number	237	90	147	20	101	116
Percentage	.51	.54	.49	.36	.50	.56
Women						
Number	229	76	153	36	101	92
Percentage	.49	.46	.51	.64	.50	.44
	UNSUPPORTED					
Total	742	216	523	153	338	251
Men						
Number	375	116	258	69	168	138
Percentage	.51	.54	.49	.45	.50	.55
Women						
Number	367	100	215	84	170	113
Percentage	.49	.46	.51	.55	.50	.45

TOTAL - 1208
M - 512
W - 596

HONORARY DEGREE RECIPIENTS
AND COMMENCEMENT SPEAKERS BY SEX
1974-75 THROUGH 1978-79
AT 77 RESPONDING WOMEN'S COLLEGES

	HONORARY DEGREE RECIPIENTS		WOMEN AS % OF TOTAL	COMMENCEMENT SPEAKERS		WOMEN AS % OF TOTAL
	Men	Women		Men	Women	
1978-79	41	48	54	29	59	67
1977-78	37	46	55	37	52	58
1976-77	44	45	51	34	54	61
1975-76	37	45	55	30	57	66
1974-75	44	45	51	25	60	71
TOTAL	203	229	53%	155	282	65%

TOTAL NUMBER OF ENDOWED CHAIRS,
NUMBER NAMED FOR WOMEN, AND
NUMBER HELD BY WOMEN

	Total Number of Endowed Chairs	Number Named for Women	Number Held by Women
Number Responding	36	36	33
0-5	.92	.97	1.00
6-10	.03	.03	--
11-20	.05	--	--
21-50	--	--	--

Questionnaire to Presidents
Questions 8 and 10

NUMBER OF TOP FIVE ADMINISTRATIVE POSITIONS HELD BY WOMEN/
NUMBER OF PREVIOUS FIVE PRESIDENTS THAT WERE WOMEN

	Administrative Positions			Previous Presidents		
	Total	Sex of Respondent		Total	Sex of Respondent	
		Male	Female		Male	Female
Number Responding	71	21	50	76	21	55
Number Positions/ Presidents						
None	.01	.05	--	.26	.52	.16
One	.14	.38	.04	.17	.21	.15
Two	.17	.43	.06	.09	.05	.11
Three	.24	.09	.30	.12	.09	.13
Four	.23	--	.32	.12	.05	.14
Five	.21	.05	.28	.24	.05	.31

Questionnaire to Presidents
Question 9

SEX OF CURRENT COLLEGE PRESIDENT

	Institution's Affiliation		Sex of Respondent		Total
	Catholic	Other	Male	Female	
Number Responding	38	38	21	55	76
Sex of President					
Male	.05	.50	1.00	--	.28
Female	.95	.50	--	1.00	.72

Questionnaire to Presidents
Questions 11, 12 and 15

PERCENTAGE OF AWARDS, OTHER THAN HONORARY DEGREES,
GIVEN TO WOMEN IN THE LAST FIVE YEARS/
PERCENTAGE OF LECTURERS, WHICH WERE WOMEN,
IN THE LAST FIVE YEARS/
PERCENTAGE OF FUNDED SCHOLARSHIPS NAMED FOR WOMEN

	Awards	Lecturers	Scholarships
Number Responding	39	46	66
Percentage			
10 or Below	.03	.07	.24
11 -20	.03	.07	.03
21 -30	.02	.02	.05
31 -40	--	.15	.08
41 -50	.23	.35	.14
51 -60	.08	.11	.09
61 -70	.05	.04	.06
71 -80	.15	.13	.12
81 -90	.10	.04	.01
91 -100	.31	.02	.18
Average	--	50.34	49.10

Questionnaire to Presidents
Question 13

NUMBER OF BUILDINGS BEARING THE NAMES OF MEN AND WOMEN

	Men's Names						Women's Names					
	Total	Affiliation of Institution		Size of Institution			Total	Affiliation of Institution		Size of Institution		
		Catholic	Other	Small	Medium	Large		Catholic	Other	Small	Medium	Large
Number Responding	68	33	35	36	23	9	72	35	37	40	24	8
Number of Buildings												
0-5	.72	.91	.54	.81	.65	.56	.64	.71	.57	.73	.63	.25
6-10	.24	.09	.37	.19	.31	.22	.32	.29	.35	.27	.33	.50
11-20	.03	--	.06	--	.04	.11	.03	--	.05	--	.04	.13
21-30	.01	--	.03	--	--	.11	--	--	--	--	--	--
31 +	--	--	--	--	--	--	.01	--	.03	--	--	.12

Questionnaire to Presidents
Questions 14 and 15

NUMBER OF FUNDED AWARDS/PRIZES AND SCHOLARSHIPS GIVEN TO OUTSTANDING STUDENTS

	Prizes/Awards						Scholarships					
	Total	Affiliation Institution		Size of Institution			Total	Affiliation of Institution		Size of Institution		
		Catholic	Other	Small	Medium	Large		Catholic	Other	Small	Medium	Large
Number Responding	65	30	35	34	22	9	64	31	33	38	20	6
Number Prizes/ Awards & Scholar-ships												
0-5	.40	.64	.20	.47	.32	.34	.31	.32	.31	.42	.15	.17
6-10	.15	.17	.14	.20	.05	.22	.21	.23	.18	.24	.15	.17
11-15	.08	.03	.12	.06	.14	--	.06	.10	.03	.05	.10	--
16-20	.14	.10	.17	.09	.23	.11	.09	.10	.09	.11	--	.33
21-25	.08	.03	.11	.12	.04	--	.03	.06	--	--	.10	--
26-30	.01	--	.03	--	.04	--	.03	.03	.03	.05	--	--
30 +	.14	.03	.23	.06	.18	.33	.27	.16	.36	.13	.50	.33
Average	13.46	6.56	19.37	9.85	16.45	19.77	20.12	14.35	25.54	13.31	31.50	25.33

Questionnaire to Presidents
Question 16

COMPOSITION BY SEX OF COLLEGE'S GOVERNING BOARD

	Total Composition			Chair			Other Officers		
	Men	Women	% of Women	Men	Women	% of Women	Men	Women	% of Women
Total	871	810	.48	46	18	.28	117	123	.51
Small College	435	436	.50	22	11	.33	64	73	.53
Medium College	342	278	.45	20	3	.13	30	35	.54
Large College	94	96	.51	4	4	.50	23	15	.39
Catholic	338	398	.54	24	7	.23	37	75	.67
Other	533	412	.44	22	11	.33	80	48	.38
Current President									
Male	334	211	.39	15	7	.32	53	25	.32
Female	533	592	.53	30	11	.27	64	96	.60

Questionnaire to Presidents
Question 17

GRANT PROPOSALS PREPARED BY COLLEGE

		Size of Institution			Affiliation of Institution	
	Total	Small	Medium	Large	Catholic	Other
Number Responding	71	39	23	9	37	34
Purpose						
Library Support	.20	.13	.30	.22	.14	.26
Building Renovation/ Construction	.41	.31	.52	.56	.32	.50
Student Scholarships/ Grants Aid	.32	.28	.35	.44	.30	.35
Faculty Salary/ Development	.21	.13	.35	.22	.14	.29
Disabled/ Disadvantaged Grants	.07	.03	.13	.11	.11	.03
Re-entry for Older Women	.11	.08	.13	.22	.14	.09
Bilingual Studies	.01	.03	--	--	.03	--

Question to Presidents 17 (continued)
GRANT PROPOSALS PREPARED BY COLLEGE

	Total	Size of Institution			Affiliation of Institution	
		Small	Medium	Large	Catholic	Other
Liberal Arts Program Development	.15	.21	.13	--	.16	.15
Social Science Program Development	.04	.03	.04	.11	.08	--
Science Program Development	.18	.13	.26	.22	.22	.15
Operating Funds/ Administrative Support	.06	.10	--	--	.05	.06
Unrestricted	.11	--	.26	.22	.08	.15
New Equipment	.10	.13	.09	--	.14	.06
Funding New Program Development	.08	.05	.13	.11	.05	.12
Energy Conservation Development	.07	.03	.13	.11	.05	.09
Research	.04	--	.09	.11	--	.09
Women's Studies Program	.01	--	.04	--	--	.03

Question to Presidents 17 (continued)
GRANT PROPOSALS PREPARED BY COLLEGE

	Total	Size of Institution			Affiliation of Institution	
		Small	Medium	Large	Catholic	Other
Challenge Grant	.15	.18	.09	.22	.14	.18
Academic/ Curriculum Development	.21	.26	.17	.11	.30	.12
Nurse/Nurse Practitioner Program	.14	.10	.17	.22	.24	.03
None/No Proposals	.03	.10	--	.11	.05	.09
Other	.39	.38	.48	.22	.54	.24

Questionnaire to Presidents
Question 17

AMOUNT OF PROPOSALS

		Size of Institution			Affiliation of Institution	
	[illegible]al	Small	Medium	Large	Catholic	Other
Number Responding	61	31	22	8	31	30
Amount of Grant						
Under $10,000	.15	.19	.09	.13	.16	.13
$10,000-$24,999	.41	.61	.18	.25	.48	.31
$25,000-$49,999	.41	.48	.27	.50	.55	.27
$50,000-$74,999	.44	.39	.59	.25	.52	.37
$75,000-$99,999	.30	.23	.41	.25	.26	.33
$100,000-$149,999	.33	.23	.55	.13	.26	.40
$150,000-$199,999	.25	.10	.41	.38	.16	.33
$200,000-$299,999	.43	.26	.68	.38	.32	.53
$300,000 +	.43	.35	.41	.75	.26	.60

Questionnaire to Presidents
Question 18

NUMBER OF WOMEN'S STUDIES DEPARTMENTS ON CAMPUS/
NUMBER WITH DEGREE GRANTING STATUS/
IF NO WOMEN'S STUDIES DEPARTMENT, IS THERE A WOMEN'S STUDIES PROGRAM?

	Number of Departments					Sex of Current President	
		Size of Institution					
	Total	Small	Medium	Large	Total	Male	Female
Number Responding	74	42	23	9	73	19	54
Yes	.03	--	.04	.11	--	.05	.02
No	.97	1.00	.96	.89	--	.95	.98
Number of Departments with Degree Granting Status							
Number Responding	4	1	2	1	4	3	1
Yes	.50	--	.50	1.00	--	.33	1.00
No	.50	1.00	.50	--	--	.67	--
Number of Women's Studies Programs							
Number Responding	73	42	23	8	72	20	52
Yes	.22	.24	.17	.25	--	.25	.21
No	.78	.76	.83	.75	--	.75	.79

NUMBER OF FACULTY TEACHING IN WOMEN'S STUDIES DEPARTMENT

	Total	Size of Institution		
		Small	Medium	Large
Number Responding	43	--	--	43
Men				
Number	1	--	--	1
Percentage	.02	--	--	.02
Women				
Number	42	--	--	42
Percentage	.98	--	--	.98

Question 18A (2)

NUMBER OF FACULTY WITH APPOINTMENTS
IN WOMEN'S STUDIES DEPARTMENT

Number Responding	--	--	--	--
Men				
Number	--	--	--	--
Percentage	--	--	--	--
Women				
Number	--	--	--	--
Percentage	--	--	--	--

NUMBER OF FACULTY HOLDING JOINT APPOINTMENTS
WITH OTHER DEPARTMENTS

	Size of Institution			
	Total	Small	Medium	Large
Number Responding	--	--	--	--
Men				
Number	--	--	--	--
Percentage	--	--	--	--
Women				
Number	--	--	--	--
Percentage	--	--	--	--

Question 18A (4)

NUMBER OF FACULTY THAT ROUTINELY TEACH
IN THE WOMEN'S STUDIES PROGRAMS

Number Responding	70	42	23	5
Men				
Number	10	6	4	--
Percentage	.14	.14	.17	--
Women				
Number	60	36	19	5
Percentage	.86	.86	.83	1.00

NUMBER OF GRADUATES WITH WOMEN'S STUDIES MAJORS
FROM DEGREE-GRANTING DEPARTMENTS IN 1979, 1978, 1977

	1979	1978	1977
Total	5	3	1
Number of Graduates			
5 or fewer	3	2	1
6-10	--	--	--
11-15	--	--	--
16-20	--	--	--
More than 20	--	--	--

NUMBER OF COURSES THE WOMEN'S STUDIES PROGRAM COMPRISED IN 1979, 1978, 1977

	1979	1978	1977
Total	73	73	55
Number of Courses			
One	2	2	1
Two	1	2	1
Three	--	--	--
Four	4	1	4
Five	2	4	--
Six	1	--	2
Seven	--	1	--
Eight	--	--	--
Nine	--	--	--
10	--	1	1
11	--	--	--
12	2	1	--
More than 12	1	1	1
Average	.94	.94	.71

TOTAL NUMBER OF ENROLLMENTS
IN WOMEN'S STUDIES COURSES IN 1979, 1978, 1977

Question 18B (1) WOMEN'S STUDIES PROGRAMS - 1979

	Total	Size of Institution Small	Medium	Large
Number Responding	13	8	4	1
Total Enrollments				
10 or fewer	--	--	--	--
11-20	.15	.25	--	--
21-30	.15	.25	--	--
31-40	--	--	--	--
41-50	.15	.25	--	--
51-60	.08	.13	--	--
61-70	--	--	--	--
71-80	--	--	--	--
81-90	.08	--	.25	--
91-100	--	--	--	--
More than 100	.39	.12	.75	1.00
Average	111.46	80.87	164.25	145.00

Questionnaire to Presidents
Question 18B (2)

WOMEN'S STUDIES PROGRAMS - 1978

	Size of Institution			
	Total	Small	Medium	Large
Number Responding	13	8	4	1
Total Enrollments				
10 or fewer	--	--	--	--
11-20	.16	.25	--	--
21-30	.08	.13	--	--
31-40	.15	.25	--	--
41-50	--	--	--	--
51-60	--	--	--	--
61-70	--	--	--	--
71-80	.15	.12	.25	--
81-90	--	--	--	--
91-100	--	--	--	--
More than 100	.46	.25	.75	1.00
Average	110.76	94.75	140.50	120.00

WOMEN'S STUDIES PROGRAMS - 1977

	Size of Institution			
	Total	Small	Medium	Large
Number Responding	13	8	4	1
Total Enrollments				
10 or fewer	--	--	--	--
11-20	.08	.13	--	--
21-30	--	--	--	--
31-40	.08	.13	--	--
41-50	.08	.12	--	--
51-60	.08	--	.25	--
61-70	.15	.12	.25	--
71-80	--	--	--	--
81-90	--	--	--	--
91-100	.07	--	.25	--
More than 100	.23	.12	.25	1.00
Average	90.92	71.00	117.25	145.00

Questionnaire to Presidents
Question 19

CURRENT WOMEN'S COLLEGE OFFERINGS

		Size of Institution			Affiliation of Institution	
	Total	Small	Medium	Large	Catholic	Other
Number Responding	65	33	23	9	33	32
Course Offerings						
Women in Art/ Artists	.20	.12	.22	.44	.06	.34
Women in Religion/ Theology	.32	.18	.35	.78	.33	.31
Women Writers	.22	.09	.30	.44	.15	.28
Women in Literature	.40	.33	.43	.56	.45	.34
Family/Marriage	.12	.06	.22	.11	.09	.16
Sex Roles	.18	.06	.30	.33	.09	.28
Sociology of Women	.05	.06	--	.11	.03	.06
Women in American Society/History	.49	.42	.57	.56	.42	.56
Feminism	.32	.24	.35	.56	.21	.44
History of Women	.11	.09	.13	.11	.09	.13

Question to Presidents 19 (continued)
CURRENT WOMEN'S COURSE OFFERINGS

	Total	Size of Institution			Affiliation of Institution	
		Small	Medium	Large	Catholic	Other
Psychology of Women	.32	.27	.30	.56	.39	.25
Women and Management	.14	.09	.22	.11	.27	--
Women and the Law/ Government	.18	.18	.22	.11	.12	.25
Women and the Economy	.09	.03	.13	.22	.06	.13
Health Care	.02	--	.04	--	.03	--
Women and Social Change	.05	.03	.09	--	.09	--
Philosophy of Women	.09	.06	.09	.22	.12	.06
Women in Classical Antiquity	.09	.03	.17	.11	.09	.09
Women in Science	.02	.03	--	--	.03	--
Special Seminars/ Independent Study	.14	.03	.17	.44	.06	.22
Physical Education	.03	.03	--	.11	.03	.03
None are Offered	.02	.03	--	--	--	.03
Other	.42	.45	.30	.56	.36	.47

Questionnaire to Presidents
Question 20

CHANGES MADE BY FACULTY MEMBERS TO INCLUDE A FEMALE PERSEPCTIVE

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	55	30	19	6	31	24	12	42
Changes								
Inclusion of Courses about Women	.58	.57	.53	.83	.61	.54	.58	.60
Readings in Courses	.27	.30	.26	.17	.10	.50	.42	.24
Upgrade Library Material	.02	.03	--	--	--	.04	.08	--
Freshman Study Courses	.07	.13	--	--	.10	.04	.08	.07
Leadership Training	.04	.03	.05	--	.03	.04	--	.05
Women's Studies Program	.04	.03	.05	--	.03	.04	--	.05
Depends on Faculty	.04	.03	.05	--	.03	.04	--	.05
Role Models Presented	.05	.03	.11	--	.06	.04	.08	.05
Public Forums	.05	.03	.05	.17	.06	.04	--	.07

Question to Presidents 20 (continued)
CHANGES MADE BY FACULTY TO INCLUDE FEMALE PERSPECTIVE

	Total	Size of Institution			Affiliation of Institution		Sex of Current President	
		Small	Medium	Large	Catholic	Other	Male	Female
Internships	.04	.03	--	.17	--	.08	--	.05
Unified Perspective/ Neither Sex Dominates	.04	.03	--	.17	.06	--	--	.05
Redesign Curriculum	.02	.03	--	--	.03	--	--	.02
Interdisciplinary Studies	.02	.03	--	--	--	.04	--	.02
No Conscious Effort	.05	--	.16	--	.06	.04	.08	.05
Advising/Career Planning	.05	.03	--	.33	.06	.04	.08	.05
Women's Center	.02	--	.05	--	--	.04	.08	--
New Courses Introduced	.02	.03	--	--	.03	--	--	--
Other	.02	.03	--	--	.03	--	--	.02

Questionnaire to Presidents
Question 20

EXTENT TO WHICH FACULTY HAS CHANGED CURRICULUM TO INCLUDE MATERIAL FROM A FEMALE, AS WELL AS MALE, PERSPECTIVE

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding		40	22	9	36	35	19	51
Extent								
Very Great	.04	.03	.05	.11	.03	.06	--	.06
Significant	.48	.48	.45	.56	.58	.37	.42	.49
Slight	.37	.33	.37	.37	.41	.22	.53	.31
No Change	--	--	--	--	--	--	--	--
No opinion	.11	.12	.09	.11	.08	.14	.05	.14

Questionnaire to Presidents
Question 21

CURRICULUM CHANGES OVER THE LAST FIVE YEARS REFLECTING
EXPANDING PERSONAL AND PROFESSIONAL ASPIRATIONS OF WOMEN

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	63	36	21	6	33	30	16	46
Changes								
Women's Courses	.11	.17	.05	--	.15	.07	.13	.11
Internships	.48	.50	.43	.50	.48	.47	.50	.46
Pre-Med/Law/ Dentistry	.14	.11	.14	.33	.18	.10	--	.20
Stronger Management/Business	.41	.39	.52	.17	.42	.40	.38	.41
Math-Anxiety Clinics	.10	.11	--	.33	.06	.13	.06	.11
Para-Legal/ Legal Studies	.11	.11	.14	--	.03	.20	.25	.07
Medical Technology	.08	.06	.14	--	.09	.07	.19	.04
Emphasis on Career Programming	.14	.08	.19	.33	.18	.10	.13	.15

Question to Presidents 21 (continued)
CURRICULUM CHANGES OVER LAST FIVE YEARS

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Nursing	.02	--	.05	--	--	.03	.06	--
Counseling/Career Development/ Leadership Training	.32	.22	.43	.50	.30	.33	.38	.30
Stronger Science	.03	--	.05	.17	.06	--	--	.04
Computer Courses	.13	.08	.24	--	.03	.23	.19	.11
Fashion Design	.03	.06	--	--	--	.07	.13	--
Equine Management	.02	.03	--	--	--	.03	.06	--
Returning Women	.06	.08	.05	--	.06	.07	.06	.07
Economics/Math	.03	--	.05	.17	.03	.03	--	.04
Non-credit Courses	.03	.03	.05	--	--	.03	--	.04
Other	.10	.03	.19	.17	.09	.10	.13	.09

Questionnaire to Presidents
Question 21

CURRICULUM CHANGES OVER THE LAST FIVE YEARS TO ADAPT
TO EXPANDING WOMEN'S PERSONAL AND PROFESSIONAL ASPIRATIONS

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding		40	23	9	35	37	21	50
Extent								
Very Great	.19	.18	.22	.22	.14	.24	.19	.20
Significant	.63	.60	.65	.67	.71	.54	.62	.62
Slight	.14	.20	.09	--	.09	.19	.14	.14
No Change	.01	.02	--	--	.03	--	--	.02
No Opinion	.03	--	.04	.11	.03	.03	.05	.02

Questionnaire to Presidents
Question 22

ANTICIPATED CHANGES IN WOMEN'S COLLEGES OVER THE NEXT DECADE

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	61	32	22	7	30	31	18	43
Anticipated Changes								
Career-oriented Programs	.39	.31	.45	.57	.37	.42	.56	.33
Programs for Returning Women	.20	.22	.18	,14	.23	.16	.22	.19
Less Emphasis on Women's Studies	.07	.09	.05	--	.07	.06	.11	.05
More Emphasis on Women's Studies	.21	.22	.18	.29	.17	.26	.11	.26
Seek Out Role Models	.05	.06	.05	--	.03	.06	--	.07
Emphasis on Business/Management	.16	.16	.23	--	.17	.16	.22	.14
Emphasis on Math/ Science/Computers	.13	.06	.18	.29	.13	.13	--	.19
Emphasis on Communications/Media	.03	.03	.05	--	--	.06	.11	--

Question to Presidents 22 (continued)
ANTICIPATED CHANGES IN WOMEN'S COLLEGES OVER THE NEXT DECADE

	Total	Size of Institution			Affiliation of Institution		Sex of Current President	
		Small	Medium	Large	Catholic	Other	Male	Female
Emphasis on Pre/ Para-professionals	.08	.06	.14	--	.07	.10	.06	.09
More Internships	.10	.03	.14	.29	.07	.13	.11	.09
Introduction to Male Dominated Fields	.05	.06	.05	--	.07	.03	--	.07
Program Special-ties Demanding Women	.02	.03	--	--	--	.03	.06	--
Bilingual Emphasis	.02	--	.05	--	.03	--	--	.02
Emphasis on Health Sciences	.02	--	.05	--	.03	--	--	.02
Course/Scheduling Flexibility	.03	.03	--	.14	.03	.03	--	.05
Leadership Training	.03	.06	--	--	.07	--	--	.05
No opinion	.02	.03	--	--	--	.03	--	.02
Other	.28	.31	.18	.43	.23	.32	.39	.23

Questionnaire to Presidents
Question 23

INSTITUTION'S RECOGNITION, WITHIN THE CURRICULUM, OF WOMEN'S CONTRIBUTIONS AND CONCERNS

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	72	40	24	8	37	35	19	52
Recognition								
Degree Granting Women's Studies Department	.03	--	.04	.13	.03	.03	.05	.02
Non-Degree Granting Women's Studies Program	.22	.18	.21	.50	.16	.29	.32	.17
Changes in Course Content by Faculty	.90	.93	.83	1.00	.86	.94	.89	.90
Development of Lecture Series/ Women Speakers	.75	.70	.79	.88	.73	.77	.79	.73
Other	.29	.25	.33	.38	.30	.29	.11	.37

Questionnaire to Presidents
Question 24

CURRICULUM COMMITTEE'S ATTITUDE TOWARD WOMEN'S TOPICS FOR COURSE WORK AND PROJECTS

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	72	40	24	8	37	35	19	52
Attitude								
Encourages	.56	.53	.58	.63	.57	.54	.63	.52
Routinely Approves	.31	.37	.21	.25	.30	.32	.21	.35
Approves with Reservation	.08	.05	.17	--	.05	.11	.11	.07
Discourages	--	--	--	--	--	--	--	--
Don't Know	.05	.05	.04	.12	.08	.03	.05	.06

Questionnaire to Presidents
Question 25

INSTITUTION'S OFFICIAL STATUS WITH REGARD TO SEX-COMPOSITION OF STUDENT BODY

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	70	41	21	8	37	33	18	51
Status								
Commited to Remaining a Women's College	.87	.83	.95	.85	.78	.97	.94	.86
Wait and See Basis	.03	.03	.05	--	.03	.03	--	.04
Studies Underway on Future Direction	.04	.05	--	.12	.08	--	--	.06
Officially Coeducational	.02	.02	--	--	.03	--	--	.02
Will Become Coeducational	--	--	--	--	--	--	--	--
Coordinate College	.04	.07	--	--	.08	--	.06	.02

Questionnaire to Presidents
Question 26

RESPONDENT'S AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS

KEY: SA = strongly agree
A = agree
N = neutral
D = disagree
SD = strongly disagree
#RS = number responding *

STATEMENTS		SA	A	N	D	SD	#RS
Women's colleges should serve as leaders in recognizing the contributions and concerns of women in the curriculum.	Total	.59	.36	.03	.02	--	75
	Women	.62	.30	.04	.04	--	53
	Men	.52	.48	--	--	--	21
In the next decade, much of the curricular reform that will occur at this college will have to do with adapting the curriculum to recognize the achievements and concerns of women.	Total	.17	.44	.23	.15	.01	73
	Women	.16	.39	.25	.18	.02	51
	Men	.19	.57	.14	.10	--	21
Women's colleges recognize the contributions and concerns of women in more subtle ways than by overtly identifying women's studies as a separate program.	Total	.59	.33	.03	.05	--	75
	Women	.64	.30	.02	.04	--	53
	Men	.48	.43	--	.09	--	21
To a large extent, the supportive atmosphere at women's colleges is the result of the sizeable percentage of women on the faculty and the perspective they bring to their discipline.	Total	.42	.45	.08	.04	.01	74
	Women	.48	.38	.08	.04	.02	52
	Men	.29	.57	.09	.05	--	21
The curricular innovations of women's colleges and their ability to create a supportive environment for women can be adapted to a coed setting.	Total	.04	.30	.17	.42	.07	74
	Women	.06	.31	.17	.46	.06	52
	Men	--	.29	.19	.43	.09	21
To create a supportive environment for women at a large coeducational research university, you would first have to alter the sexual composition of the faculty.	Total	.26	.49	.16	.09	--	75
	Women	.30	.45	.15	.10	--	53
	Men	.14	.62	.14	.10	--	21

* Sex not indicated by every respondent

Question to Presidents 26 (continued)
RESPONDENT'S AGREEMENT OR DISAGREEMENT WITH STATEMENTS

STATEMENT		SA	A	N	D	SD	#RS
The percentage of women on the faculty of this institution will hold steady or increase in the next decade.	Total	.34	.53	.12	.01	--	75
	Women	.32	.53	.13	.02	--	53
	Men	.38	.57	.05	--	--	21
The percentage of women on the faculties of co-educational colleges and universities will increase in the next decade.	Total	.05	.53	.21	.17	.04	76
	Women	.04	.52	.22	.18	.04	54
	Men	.10	.52	.19	.14	.05	21
Sexual discrimination at the faculty level is no longer a problem in coeducational colleges and universities.	Total	.01	.07	.12	.47	.33	76
	Women	.02	.06	.09	.42	.41	54
	Men	--	.05	.19	.62	.14	21
Hiring practices for faculty and top administrative positions at coeducational colleges and universities still reflect discriminatory practices.	Total	.22	.52	.16	.05	.05	75
	Women	.28	.51	.13	.02	.06	53
	Men	.05	.52	.24	.14	.05	21
Women's studies may be a passing interest at a large coeducational institution whereas it is a long-standing tradition at women's colleges.	Total	.06	.42	.27	.25	--	73
	Women	.04	.47	.30	.19	--	53
	Men	.11	.31	.21	.37	--	19
Women's studies departments or programs are less prevalent at women's colleges because the latter believe in "mainstreaming" women.	Total	.17	.53	.15	.14	.01	72
	Women	.19	.51	.14	.14	.02	51
	Men	.10	.60	.20	.10	--	20
There will be more interest in a separate women's studies program or department on this campus in the next decade.	Total	.04	.18	.23	.51	.04	74
	Women	.04	.19	.21	.53	.03	53
	Men	.05	.10	.30	.50	.05	20
There will be more research done by both faculty and students at this campus on the topic of women in the next decade.	Total	.23	.54	.16	.07	--	74
	Women	.21	.53	.17	.09	--	53
	Men	.30	.55	.15	--	--	20
Graduates of women's colleges are less likely than women graduates of other colleges to be complicit in discriminating against women.	Total	.21	.57	.12	.07	.03	72
	Women	.17	.63	.14	.02	.04	51
	Men	.30	.45	.10	.15	--	20

Question to Presidents 26 (continued)

RESPONDENT'S AGREEMENT OR DISAGREEMENT WITH STATEMENTS

STATEMENTS		SA	A	N	D	SD	#RS
A supportive environment for women is a function of the way a subject is taught.	Total	.18	.65	.13	.04	--	74
	Women	.19	.64	.13	.04	--	53
	Men	.15	.70	.10	.05	--	20
A supportive environment for women is the result of the extent to which women are represented in the curriculum and on the syllabi.	Total	.12	.50	.18	.20	--	74
	Women	.15	.40	.23	.22	--	53
	Men	.05	.75	.05	.15	--	20
This college has been somewhat slow to recognize in the curriculum the contributions and concerns of women.	Total	.04	.27	.11	.46	.12	75
	Women	.06	.22	.07	.50	.15	54
	Men	--	.40	.20	.35	.05	20
This college is interested in expanding programs which are already very supportive of women while most of higher education is concerned with remedying past and present injustices to women.	Total	.18	.58	.20	.04	--	73
	Women	.22	.55	.19	.04	--	53
	Men	.05	.69	.21	.05	--	19
Women's colleges will be a viable alternative to coeducation in the next decade.	Total	.45	.40	.08	.07	--	74
	Women	.38	.45	.09	.08	--	53
	Men	.65	.30	.05	--	--	20
Women's colleges are in a stronger position entering the eighties than they were in entering the seventies.	Total	.27	.52	.08	.13	--	75
	Women	.30	.50	.07	.13	--	54
	Men	.20	.55	.10	.15	--	20
Enrollment at women's colleges will hold steady or increase over the next decade.	Total	.08	.47	.28	.17	--	75
	Women	.09	.43	.33	.15	--	54
	Men	.05	.60	.15	.20	--	20
The demographic patterns and tough financial realities of the eighties will force some women's colleges to close or go coeducational to attract students.	Total	.06	.71	.12	.10	.01	73
	Women	.06	.74	.11	.07	.02	53
	Men	.05	.63	.16	.16	.02	19

Question to Presidents 26 (continued)

RESPONDENT'S AGREEMENT OR DISAGREEMENT WITH STATEMENTS

STATEMENTS		SA	A	N	D	SD	#RS
Most of the changes to coeducational status that will occur in the set of women's colleges have already occurred.	Total	.03	.59	.14	.24	--	76
	Women	.02	.59	.17	.22	--	54
	Men	.05	.62	.09	.24	--	21
Those women's colleges which have gone coeducational have managed to retain their distinctiveness and their supportive environment for women.	Total	.01	.11	.30	.51	.07	76
	Women	.02	.11	.30	.50	.07	54
	Men	--	.10	.28	.57	.05	21
Women's colleges which have gone coeducational expose men students to a "feminized" environment.	Total	.01	.24	.41	.30	.04	74
	Women	.02	.21	.38	.37	.02	52
	Men	--	.33	.48	.10	.09	21
Men faculty who teach at women's colleges are more likely to develop an affirmative attitude toward women's intellectual abilities than male faculty at coeducational institutions.	Total	.26	.55	.10	.09	--	77
	Women	.26	.56	.11	.07	--	55
	Men	.29	.52	.10	.09	--	21
Men faculty at women's colleges feel it is less prestigious to be there than at a coeducational institution of the same general size and selectivity.	Total	.03	.20	.24	.48	.05	75
	Women	.04	.22	.22	.48	.04	54
	Men	--	.15	.30	.45	.10	20
My own career would have been different had I not come to a women's college.	Total	.30	.34	.15	.18	.03	73
	Women	.35	.35	.15	.13	.02	52
	Men	.20	.35	.15	.25	.05	20
I could have achieved roughly the same level of success in a coeducational environment as I have at this institution.	Total	.09	.31	.15	.29	.16	75
	Women	.06	.19	.13	.40	.22	53
	Men	.19	.62	.14	.05	--	21
Among your acquaintances, the percentage of parents who would prefer a women's college for their college-age daughters is definitely declining.	Total	--	.30	.13	.52	.05	75
	Women	--	.28	.13	.55	.04	53
	Men	--	.33	.14	.43	.10	21

Questionnaire to Presidents
Question 27

THE SPECIAL MISSION OF A WOMEN'S COLLEGE

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Number Responding	63	36	19	8	32	31	18	44
Mission								
No Special Mission/ Same as Other Colleges	--	--	--	--	--	--	--	--
Provide Good Education/No Mention of Other Goals	--	--	--	--	--	--	--	--
Women's Courses/ Unbiased Course Material	.05	.08	--	--	.03	.06	--	.07
Career Preparation/ Development	.06	.08	.05	--	.03	.10	.11	.05
Prepare for Further Academic Achievement	.13	.08	.16	.25	.03	.23	.11	.14
Fight Stereotypes/ Equalize Opportunities	.24	.22	.21	.38	.31	.16	.06	.32

Question to Presidents 27 (continued)
SPECIAL MISSION OF A WOMEN'S COLLEGE

	Total	Size of Institution			Affiliation of Institution		Sex of Current President	
		Small	Medium	Large	Catholic	Other	Male	Female
Encourage Women to Take Leadership Roles	.29	.28	.21	.50	.38	.19	.11	.36
Provide Supportive Atmosphere Geared to Women's Needs	.32	.39	.16	.38	.28	.35	.56	.23
Overall Development/ General Preparation for Life	.38	.39	.47	.13	.44	.32	.39	.39
Develop Independence/ Self-Confidence and Self-Respect	.27	.25	.37	.13	.22	.32	.28	.25
Religious Education/ Christian Environment	.03	.06	--	--	.03	.03	.06	.02
Pro-Traditional Roles/Degrade Men/ Ghetto for Development	--	--	--	--	--	--	--	--
Raise Aspirations/ Broaden Horizons	.06	.06	.11	--	--	.13	.11	.05

Question to Presidents 27 (continued)
SPECIAL MISSION OF A WOMEN'S COLLEGE

		Size of Institution			Affiliation of Institution		Sex of Current President	
	Total	Small	Medium	Large	Catholic	Other	Male	Female
Preparation for Education about Society's Problems	.03	.06	--	--	--	.06	.06	.02
Atmosphere without Male Dominance, Chauvanism, Competition	.03	.03	.05	--	.03	.03	--	.05
Preparation for Adjustment to Society/Equality	.19	.17	.21	.25	.22	.16	.17	.20
Women with Exceptional Gifts	--	--	--	--	--	--	--	--

Questionnaire to Faculty
Questions 1, 2, and 5

ACADEMIC RANK AND TENURE BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Academic Rank							
Number Responding	--	534	655	548	203	245	259
Professor	.25	.30	.22	.28	.24	.32	.14
Associate Professor	.28	.31	.24	.29	.30	.29	.23
Assistant Professor	.32	.30	.34	.28	.31	.31	.41
Other	.15	.09	.20	.15	.15	.08	.22
Tenure							
Number Responding	--	507	629	525	195	236	237
Have Tenure	.49	.54	.45	.57	.45	.55	.30
Don't Have Tenure/NA	.51	.46	.55	.43	.55	.45	.70

Questionnaire to Faculty
Question 3

MARITAL STATUS BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Marital Status							
Number Responding	--	536	656	549	205	245	258
Member Religious Community/Cleric	.13	.03	.23	.14	.09	.17	.11
Not Married	.21	.14	.27	.23	.19	.18	.21
Married/Living with Spouse	.56	.75	.39	.52	.62	.57	.58
Married/Not Living with Spouse	.01	.01	.01	.01	.03	.02	*
Divorced/Separated	.07	.06	.08	.09	.07	.05	.07
Widowed	.02	.01	.02	.01	*	.01	.03

* less than .005

Questionnaire to Faculty
Questions 4 and 6

AGE AND RACE BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Age							
Number Responding	--	536	660	551	207	244	259
Under 30	.06	.06	.06	.05	.08	.03	.06
30-39	.33	.37	.30	.30	.37	.38	.34
40-49	.29	.31	.27	.31	.24	.29	.28
50-59	.22	.19	.25	.23	.22	.18	.24
60 +	.10	.07	.12	.11	.09	.12	.08
Race							
Number Responding	--	532	656	544	205	244	257
Black/Negro Afro-American	.01	.01	.01	.01	.02	.01	.02
White/Caucasian	.96	.96	.97	.96	.97	.96	.97
Asian	.02	.03	.01	.02	.01	.02	.01
Hispanic	.01	*	.01	.01	*	*	--
Other	*	*	*	*	--	.01	--

* less than .005

Questionnaire to Faculty
Question 7

SEX BY ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Sex							
Number Responding	--	537	661	525	190	235	241
Male	.45	1.00	0	.49	.52	.48	.28
Female	.55	0	1.00	.51	.48	.52	.72

Questionnaire to Faculty
Question 8

NUMBER OF CHILDREN BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Do You Have Any Children? Number							
Number Responding	--	532	645	537	201	245	255
Yes	.52	.68	.38	.48	.60	.51	.56
One	.11	.15	.09	.10	.14	.13	.12
Two	.21	.27	.16	.22	.22	.21	.22
Three	.10	.12	.08	.08	.12	.10	.13
Four	.05	.08	.03	.06	.04	.04	.05
Five +	.04	.07	.02	.04	.09	.05	.03
No	.47	.31	.62	.51	.37	.47	.44

Questionnaire to Faculty
Question 9 A

SPOUSE'S HIGHEST EDUCATIONAL LEVEL BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Spouse							
Number Responding	--	522	572	496	196	227	235
N/A - Not Certain	.32	.18	.46	.35	.27	.31	.30
8th Grade or Less	*	*	--	--	--	.01	--
Some High School	*	.01	*	.01	.01	--	--
Completed High School	.02	.03	.01	.01	.01	.04	.02
Some College	.08	.13	.03	.07	.09	.07	.10
Graduated from College	.13	.20	.07	.11	.13	.15	.15
Attended Graduate or Professional School	.07	.09	.06	.07	.07	.05	.09
Attained Advanced Degree	.38	.36	.37	.38	.42	.37	.34

* less than .005

Questionnaire to Faculty
Question 9 B

FATHER'S HIGHEST EDUCATIONAL LEVEL BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Father							
Number Responding	--	535	656	548	204	243	256
N/A - Not Certain	.03	.03	.03	.04	.02	.02	.04
8th Grade or Less	.20	.22	.19	.20	.18	.24	.21
Some High School	.11	.10	.12	.09	.12	.10	.13
Completed High School	.22	.23	.21	.20	.22	.19	.27
Some College	.13	.11	.14	.14	.13	.13	.11
Graduated from College	.10	.09	.11	.10	.09	.12	.11
Attended Graduate or Professional School	.06	.05	.06	.07	.06	.04	.04
Gained Advanced Degree	.15	.17	.14	.16	.18	.16	.09

Questionnaire to Faculty
Question 9 C

MOTHER'S HIGHEST EDUCATIONAL LEVEL BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathimatical Science	Other
Mother							
Number Responding	--	530	652	545	199	239	255
N/A - Not Certain	.03	.03	.02	.04	.01	.01	.03
8th Grade or Less	.17	.17	.17	.17	.13	.19	.18
Some High School	.12	.11	.12	.11	.12	.16	.09
Completed High School	.29	.30	.29	.28	.33	.25	.33
Some College	.17	.17	.18	.16	.19	.18	.17
Graduated from College	.12	.13	.12	.14	.09	.14	.10
Attended Graduate or Professional School	.04	.03	.05	.04	.05	.02	.05
Attained Advance Degree	.06	.06	.05	.06	.08	.05	.05

Questionnaire to Faculty
Questions 10 and 12 B

ATTENDANCE AT WOMEN'S COLLEGES OF MOTHERS AND RESPONDENTS BY SEX AND ACADEMIC DISCIPLINE

	Percent of Total	Sex of Respondent		Discipline			
		Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Mothers							
Number Responding	--	80	93	91	31	39	22
Mother Attended Women's College	.26	.28	.25	.24	.13	.38	.32
Mother Did Not Attend Women's College	.74	.72	.75	.76	.87	.62	.68
Respondents							
Number Responding	--	520	646	533	201	241	249
Respondent Attended Women's College	.26	.01	.48	.26	.14	.33	.29
Respondent Did Not Attend Women's College	.74	.99	.52	.74	.86	.67	.71
Mother Attended/ Respondent Did Not	.02	.04	.01	.02	.02	.04	.01
Both Attended	.02	--	.03	.02	--	.02	.02
Respondent Attended/ Mother Did Not	.02	--	.03	.02	.02	.01	.01
Neither Attended	.09	.11	.08	.11	.11	.09	.05

Questionnaire to Faculty
Question 11 A

SPOUSE'S PRESENT OCCUPATION BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Spouse							
Number Responding	--	511	546	476	190	218	228
N/A - Not Certain	.35	.20	.49	.38	.30	.33	.32
College Teaching/ Research/ Administration	.18	.16	.19	.22	.22	.18	.09
Other Professional	.23	.25	.20	.19	.25	.21	.29
Semi-Professional	.04	.08	*	.04	.04	.05	.01
Owner, Large Business	*	*	.01	.01	--	.01	.01
Managerial/ Administration	.06	.06	.07	.05	.04	.05	.12
Owner, Small Business	.02	.02	.02	.01	.02	.02	.03
Other White Collar/ Clerical/Retail	.02	.04	.01	.02	.01	.02	.04
Skilled Wage Worker	.01	.01	.01	.01	.01	*	.01
Semi-Skilled/ Farm Laborer	*	--	*	--	.01	--	--
Armed Services	*	--	*	--	--	--	*
Farmowner/Manager	--	--	--	--	--	--	--
Not Employed Outside the Home	.09	.18	*	.07	.12	.13	.08

* less than .005

Questionnaire to Faculty
Question 11 B and C

FATHER'S AND MOTHER'S PRINCIPAL OCCUPATION WHILE RESPONDENT ATTENDED HIGH SCHOOL
BY SEX OF RESPONDENT

	Father			Mother		
		Sex of Respondent			Sex of Respondent	
	Percent of Total	Male	Female	Percent of Total	Male	Female
Number of Respondents	--	519	625	--	518	630
N/A - Not Certain	.06	.06	.05	.04	.05	.03
College Teaching/ Research/Administration	.04	.04	.04	.01	.01	.01
Other Professional	.18	.19	.18	.08	.08	.08
Semi-Professional	.02	.03	.02	.03	.02	.03
Owner, Large Business	.02	.02	.02	*	*	*
Managerial/Administrative	.16	.16	.16	.03	.03	.03
Owner, Small Business	.16	.16	.16	.03	.03	.03
Other White Collar/ Clerical/Retail	.08	.09	.08	.10	.11	.10
Skilled Wage Worker	.15	.15	.16	.03	.03	.03
Semi-Unskilled/ Farm Laborer	.06	.06	.06	.04	.04	.04
Armed Services	.01	.01	.02	--	--	--
Farmowner/Manager	.05	.04	.05	.01	.01	.01
Not Employed Outside the Home	.01	.02	*	.60	.60	.61

* less than .005

Questionnaire to Faculty
Question 12 A

TYPE OF UNDERGRADUATE INSTITUTION ATTENDED BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Institution							
Number Responding	--	524	639	534	199	244	252
Large Single-Sex Public University	.02	.02	.03	.02	.01	.01	.05
Large Single-Sex Private University	.05	.08	.02	.05	.05	.06	.03
Large Coeducational Private University	.22	.23	.20	.22	.22	.19	.26
State or Public University	.22	.26	.17	.18	.30	.22	.25
Small Coed Liberal Arts College	.15	.18	.12	.14	.19	.14	.12
Small Single-Sex Liberal Arts College	.31	.18	.44	.34	.21	.37	.25
Other	.03	.05	.02	.05	.02	.01	.04

Questionnaire to Faculty
Question 13 A

ALL EMPLOYMENT, OF ONE YEAR OR MORE, SINCE RECEIVING BACHELOR'S DEGREE BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Number Responding	--	441	496	43	167	187	206
Employment							
Teaching, Coed University	.42	.49	.34	.40	.44	.49	.36
Teaching, 4-Year Coed College	.21	.25	.17	.22	.26	.22	.15
Teaching, Women's College	.68	.65	.70	.69	.63	.79	.57
Teaching, Coed Jr. College	.11	.10	.12	.10	.13	.09	.15
Teaching, Men's College	.06	.10	.03	.08	.04	.09	*
Teaching, Single-Sex Jr. College	.08	.06	.09	.08	.05	.07	.09
Non-Teaching Research, Coed College	.06	.05	.08	.03	.11	.15	.02
Post Doctoral Fellowship	.11	.10	.12	.07	.11	.30	.04
College Administration	.07	.07	.08	.09	.06	.02	.10
Teaching or Administration - Elementary/Secondary	.40	.22	.58	.41	.25	.33	.55

Faculty Question 13 A (continued)
ALL EMPLOYMENT SINCE RECEIVING BACHELOR'S DEGREE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Research Outside Educational Institution	.12	.13	.12	.08	.17	.25	.08
Executive Position Outside Educational Institution	.14	.12	.16	.13	.14	.05	.21
Other Professional Position	.24	.20	.27	.19	.23	.14	.44
Religious Service	.14	.09	.19	.17	.09	.12	.12
Student	.49	.47	.51	.49	.47	.55	.45
Other	.19	.20	.20	.21	.17	.13	.22

* less than .005

Questionnaire to Faculty
Question 13 B

EMPLOYMENT IMMEDIATELY PRIOR TO PRESENT POSITION BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Number Responding	--	491	593	491	186	231	233
Employment							
Teaching, Coed University	.20	.27	.15	.21	.26	.16	.20
Teaching, 4-Year Coed College	.09	.14	.05	.11	.12	.09	.06
Teaching, Women's College	.06	.04	.08	.08	.06	.07	.02
Teaching, Coed Jr. College	.03	.03	.03	.02	.03	.04	.06
Teaching, Men's College	.02	.04	.01	.03	.02	.03	--
Teaching, Single-Sex Jr. College	.01	*	.01	.01	.01	*	.01
Non-teaching Research, Coed College	.02	.01	.03	.01	.05	.02	.01
Post Doctoral Fellowship	.03	.02	.03	.01	.01	.09	*
College Administration	.01	.02	.01	.02	.01	.01	.01
Teaching or Administration - Elementary/Secondary	.15	.06	.24	.14	.10	.18	.19

Faculty Question 13 B (continued)
EMPLOYMENT IMMEDIATELY PRIOR TO PRESENT POSITION

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Research Outside Educational Institution	.02	.02	.02	.01	.02	.04	*
Executive Position Outside Educational Institution	.03	.03	.03	.02	.02	*	.09
Other Professional Position	.06	.05	.06	.04	.06	.02	.12
Religious Service	.01	.02	.01	.02	.01	.01	*
Student	.19	.20	.20	.21	.21	.22	.13
Other	.07	.05	.08	.08	.03	.03	.09

* less than .005

Questionnaire to Faculty
Question 14

EMPLOYMENT IN HIGHER EDUCATION BY SEX OF RESPONDENT

	In Higher Education			At Your Institution			At Present Rank		
		Sex of Respondent			Sex of Respondent			Sex of Respondent	
	Percent of Total	Male	Female	Percent of Total	Male	Female	Percent of Total	Male	Female
Number Responding	--	531	632	--	533	650	--	529	643
0-2 Years	.10	.09	.12	.18	.17	.18	.31	.28	.33
3-5 Years	.16	.15	.16	.19	.19	.19	.32	.33	.32
6-10 Years	.23	.20	.26	.23	.21	.24	.21	.19	.21
11-15 Years	.19	.22	.16	.18	.21	.15	.10	.13	.08
16-20 Years	.13	.14	.12	.11	.12	.11	.04	.05	.04
More than 20 Years	.19	.20	.18	.11	.10	.13.	.02	.02	.02

Questionnaire to Faculty
Question 15

NUMBER OF CLASSES TAUGHT
AND NUMBER OF UNDERGRADUATE COURSES TAUGHT BY SEX OF RESPONDENT

	Different Classes			Different Undergraduate Courses		
		Sex of Respondent			Sex of Respondent	
	Percent of Total	Male	Female	Percent of Total	Male	Female
Number Responding	--	534	648	--	530	649
None	.01	.01	.02	.02	.01	.03
One	.05	.04	.07	.09	.07	.10
Two	.17	.17	.16	.29	.29	.28
Three	.33	.32	.33	.39	.38	.41
Four	.26	.27	.25	.14	.16	.12
Five	.09	.10	.08	.05	.07	.04
Six	.04	.04	.04	.01	.01	.01
Seven +	.05	.05	.05	.01	.01	.01

Questionnaire to Faculty
Questions 16 and 17

PRESENT NUMBER OF INDEPENDENT-STUDY STUDENTS/
PRESENT NUMBER OF UNDERGRADUATE STUDENTS

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Number of Independent-Study Students							
Number Responding	--	522	618	520	200	238	246
One	.18	.18	.19	.19	.16	.21	.15
Two	.12	.13	.12	.12	.18	.10	.10
Three	.08	.09	.07	.08	.09	.07	.08
Four	.05	.05	.05	.06	.06	.05	.03
Five	.04	.04	.03	.03	.03	.06	.03
Six	.02	.02	.02	.02	.02	.02	.03
Seven	.01	.01	*	.01	.03	*	.01
Eight	.01	.02	.01	.01	.02	.01	.01
Nine	*	*	*	*	.01	--	.01
Ten +	.04	.04	.05	.04	.05	.01	.08
Average	2.19	2.37	2.05	1.89	2.22	1.69	3.32

* less than .005

Questionnaire to Faculty
Questions 16 and 17 (continued)

PRESENT NUMBER OF INDEPENDENT-STUDY STUDENTS/
PRESENT NUMBER OF UNDERGRADUATE STUDENTS

		Sex		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Present Number of Undergraduate Students							
Number Responding	--	532	641	542	204	242	251
1-15	.07	.05	.08	.06	.05	.07	.08
16-20	.04	.04	.05	.05	.02	.02	.05
21-30	.13	.12	.15	.13	.10	.14	.13
31-40	.13	.14	.13	.15	.06	.18	.12
41-50	.11	.10	.11	.12	.10	.14	.08
51-60	.11	.12	.11	.13	.14	.08	.10
61-70	.08	.09	.07	.07	.06	.11	.07
71-80	.07	.07	.07	.06	.13	.05	.08
81-90	.06	.06	.05	.07	.06	.05	.04
91-100	.06	.06	.07	.06	.07	.05	.06
101-149	.07	.07	.06	.05	.10	.05	.08
150 +	.03	.05	.02	.03	.05	.02	.04

Questionnaire to Faculty
Question 18

NUMBER OF FRESHMAN, MAJOR (DISCIPLINARY) ACADEMIC, SENIOR THESIS ADVISEES, AND INFORMAL ADVISEES (NOT ASSIGNED, BUT REGULAR) BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Freshman Advisees							
Number Responding	--	463	537	458	179	213	203
None	.41	.44	.40	.39	.47	.41	.39
Under 10	.40	.40	.40	.42	.40	.40	.38
10-25	.16	.13	.18	.18	.10	.16	.17
26-49	.02	.02	.02	.01	.03	.02	.04
50-99	.01	.01	*	*	--	.01	.02
100 +	--	--	--	--	--	--	--
Major (Disciplinary) Academic Advisees							
Number Responding	--	474	569	458	189	230	221
None	.21	.22	.20	.22	.16	.29	.14
Under 10	.39	.42	.37	.51	.32	.39	.20
10-25	.27	.24	.29	.20	.39	.23	.37
26-49	.09	.08	.10	.05	.10	.06	.20
50-99	.03	.03	.03	.02	.03	.03	.05
100 +	.01	.01	.01	*	--	--	.04

* less than .005

Faculty Question 18 (continued)
FRESHMAN/MAJOR ACADEMIC/SENIOR THESIS/INFORMAL ADVISEES

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Senior Thesis Advisees							
Number Responding	--	362	403	340	145	185	136
None	.65	.61	.71	.61	.60	.66	.78
Under 10	.32	.37	.27	.36	.37	.32	.19
10-25	.03	.02	.02	.03	.03	.02	.02
26-49	*	*	*	--	--	--	.01
50-99	--	--	--	--	--	--	--
100 +	--	--	--	--	--	--	--
Informal Advisees							
Number Responding	--	397	463	379	156	198	170
None	.31	.36	.29	.33	.29	.32	.27
Under 10	.51	.48	.52	.52	.51	.55	.42
10-25	.14	.12	.14	.12	.16	.08	.22
26-49	.02	.02	.03	.02	.02	.03	.01
50-99	.02	.02	.02	.01	.01	.01	.07
100 +	*	*	*	*	.01	.01	.01

* less than .005

Faculty Question 18 (continued)
STUDENT RESEARCHERS AND OTHER ADVISEES

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Student Researcher Advisees							
Number Responding	--	345	381	299	146	183	136
None	.70	.68	.72	.79	.57	.60	.74
Under 10	.27	.29	.25	.19	.38	.38	.19
10-25	.03	.03	.03	.02	.04	.02	.06
26-49	*	--	*	--	--	*	.01
50-99	*	*	--	--	.01	--	--
100 +	--	--	--	--	--	--	--
Other Advisees							
Number Responding	--	255	282	222	96	127	106
None	.60	.62	.58	.61	.54	.62	.58
Under 10	.23	.23	.25	.21	.29	.27	.20
10-25	.10	.11	.08	.10	.12	.07	.09
26-49	.04	.02	.05	.05	.01	.02	.07
50-99	.01	.01	.02	.01	.03	--	.03
100 +	.02	.01	.02	.02	.01	.02	.03

* less than .005

Questionnaire to Faculty
Question 19

IMPORTANCE OF PERSONAL GOALS AND INSTITUTION'S GOALS
IN TEACHING UNDERGRADUATE STUDENTS

KEY: E = Essential
V = Very Important
S = Somewhat Important
N = Nor Important or Irrelevant
#RS = Number Responding **

Statements		Personal Goals					Institution's Goals				
		#RS	E	V	S	N	#RS	E	V	S	N
To master knowledge in a discipline.	Total	1252	.70	.27	.03	*	1231	.43	.42	.14	.01
	Men	528	.66	.31	.03	-	521	.40	.44	.14	.01
	Women	652	.72	.25	.03	*	642	.44	.42	.13	.01
To convey a basic appreciation of the liberal arts.	Total	1251	.48	.38	.13	.01	1240	.55	.32	.12	.01
	Men	529	.42	.41	.15	.02	521	.51	.35	.13	.01
	Women	65	.51	.36	.12	.01	650	.58	.30	.11	.01
To encourage students to aspire and achieve commensurate with their abilities.	Total	1258	.70	.29	.01	*	1241	.51	.39	.09	.01
	Men	529	.64	.33	.03	-	521	.49	.41	.09	.01
	Women	656	.73	.27	*	*	651	.53	.37	.08	.01
To increase the desire and ability to undertake self-directed learning	Total	1257	.55	.38	.07	*	1234	.31	.42	.25	.02
	Men	530	.49	.42	.09	*	520	.26	.44	.27	.03
	Women	654	.58	.36	.06	*	645	.34	.44	.24	.02
To develop [illegible]bility to think clearly.	Total	1260	.78	.21	.01	*	1240	.50	.39	.10	.01
	Men	531	.75	.24	.01	-	524	.45	.43	.11	.01
	Women	656	.80	.20	-	*	647	.54	.36	.09	*
To encourage students to question assumptions.	Total	1257	.62	.34	.04	*	1233	.29	.44	.24	.04
	Men	531	.62	.34	.04	*	520	.24	.46	.26	.04
	Women	653	.60	.36	.04	*	644	.31	.43	.23	.03

* less than .005

** Totals only as sex not indicated by every respondent

Faculty Question 19 (continued)
IMPORTANCE OF PERSONAL AND INSTITUTION'S GOALS

Statements		Personal Goals					Institution's Goals				
		#RS	E	V	S	N	#RS	E	V	S	N
To foster an understanding of women's past and present participation and contribution to history and culture.	Total	1253	.22	.33	.35	.10	1236	.32	.42	.23	.03
	Men	526	.17	.33	.38	.12	523	.37	.43	.18	.02
	Women	665	.27	.32	.33	.08	645	.28	.40	.28	.04
To develop the ability to pursue research.	Total	1256	.18	.35	.40	.07	1231	.09	.29	.49	.14
	Men	530	.17	.35	.42	.06	523	.07	.28	.50	.14
	Women	653	.19	.35	.39	.07	640	.09	.30	.48	.12
To develop creative capacities.	Total	1253	.39	.42	.18	.01	1226	.21	.45	.31	.03
	Men	529	.37	.44	.18	.01	521	.20	.47	.30	.03
	Women	653	.39	.41	.18	.02	640	.22	.45	.31	.03
To develop qualities of assertiveness, ambition, and leadership.	Total	1255	.32	.39	.24	.05	1235	.30	.47	.21	.02
	Men	526	.24	.42	.28	.06	520	.28	.49	.22	.02
	Women	656	.37	.38	.21	.04	647	.31	.46	.20	.02
To prepare students for employment after college.	Total	1255	.31	.34	.29	.06	1235	.34	.45	.18	.03
	Men	528	.24	.36	.33	.07	521	.29	.47	.21	.03
	Women	654	.36	.33	.26	.05	646	.36	.45	.17	.03
To counteract the traditional image and role expectations of women.	Total	1252	.36	.34	.22	.08	1234	.36	.38	.22	.04
	Men	527	.30	.36	.25	.09	521	.42	.36	.19	.03
	Women	652	.41	.31	.22	.06	644	.32	.38	.25	.05
To develop moral character.	Total	1250	.39	.33	.20	.08	1233	.43	.32	.22	.04
	Men	526	.31	.35	.23	.11	522	.37	.35	.24	.05
	Women	653	.46	.31	.17	.06	645	.49	.29	.19	.03
To develop social poise and grace.	Total	1250	.10	.18	.36	.36	1225	.12	.30	.40	.18
	Men	524	.05	.14	.38	.43	518	.10	.31	.40	.19
	Women	654	.13	.22	.36	.29	640	.13	.28	.41	.17

Faculty Question 19 (continued)
IMPORTANCE OF PERSONAL AND INSTITUTION'S GOALS

Statements		Personal Goals #RS	E	V	S	N	Institution's Goals #RS	E	V	S	N
To develop religious beliefs or convictions.	Total	1251	.14	.15	.23	.48	1225	.28	.21	.20	.31
	Men	527	.10	.14	.24	.52	520	.22	.23	.22	.33
	Women	651	.18	.18	.21	.43	637	.33	.21	.19	.28
To provide students with role models.	Total	1247	.31	.35	.24	.10	1222	.28	.44	.24	.05
	Men	526	.21	.33	.29	.17	520	.26	.45	.24	.05
	Women	650	.39	.37	.19	.05	637	.30	.43	.24	.04
To prepare students for graduate or advanced education.	Total	1253	.24	.45	.28	.03	1229	.16	.46	.34	.05
	Men	526	.21	.46	.29	.04	518	.12	.44	.38	.05
	Women	654	.25	.44	.28	.03	643	.17	.48	.31	.04
To develop a philosophy of life.	Total	1250	.37	.32	.23	.08	1227	.33	.37	.24	.05
	Men	529	.30	.33	.26	.11	518	.27	.39	.28	.06
	Women	649	.43	.30	.21	.06	641	.38	.36	.21	.04
To develop tolerance and understanding of other and of divergent viewpoints.	Total	1254	.54	.35	.10	.01	1233	.28	.46	.23	.03
	Men	528	.44	.41	.12	.03	519	.22	.52	.22	.04
	Women	654	.61	.30	.08	.01	647	.32	.43	.23	.01
To teach students to adapt to a changing society.	Total	1251	.44	.35	.16	.05	1232	.28	.47	.23	.03
	Men	527	.38	.37	.19	.06	516	.24	.47	.25	.03
	Women	652	.49	.34	.13	.04	648	.31	.47	.21	.02
To raise women's aspirations	Total	1250	.42	.36	.17	.05	1232	.44	.39	.15	.02
	Men	526	.33	.40	.20	.07	520	.47	.38	.13	.01
	Women	651	.47	.33	.17	.03	643	.41	.41	.16	.02
To provide for students' emotional development.	Total	1254	.23	.34	.31	.12	1230	.21	.46	.29	.04
	Men	528	.17	.31	.36	.16	519	.17	.45	.31	.06
	Women	654	.28	.35	.28	.09	644	.24	.46	.28	.03
To achieve deeper levels of student's self-understanding.	Total	1249	.34	.37	.23	.06	1231	.23	.48	.25	.04
	Men	524	.28	.39	.25	.08	519	.20	.49	.27	.05
	Women	653	.37	.37	.21	.05	645	.25	.50	.22	.03

Faculty Question 19 (continued)
IMPORTANCE OF PERSONAL AND INSTITUTION'S GOALS

Statements		Personal Goals					Institution's Goals				
		#RS	E	V	S	N	#RS	E	V	S	N
To develop responsible citizens.	Total	1246	.32	.39	.24	.05	1229	.31	.47	.20	.02
	Men	525	.25	.38	.29	.08	519	.24	.50	.23	.03
	Women	650	.36	.42	.19	.03	643	.35	.47	.17	.01
To prepare students who will be able to educate their families.	Total	1238	.17	.34	.31	.18	1218	.16	.39	.33	.12
	Men	522	.13	.35	.33	.19	517	.12	.39	.36	.14
	Women	645	.19	.35	.30	.16	635	.18	.40	.31	.11
To provide the local community with skilled human resources.	Total	1240	.16	.31	.35	.18	1222	.17	.42	.30	.11
	Men	523	.13	.31	.35	.21	517	.15	.42	.31	.12
	Women	648	.17	.32	.35	.16	641	.17	.43	.30	.10
To prepare students for family living.	Total	1232	.12	.20	.35	.33	1218	.12	.33	.39	.15
	Men	519	.07	.17	.38	.38	517	.09	.31	.45	.15
	Women	642	.15	.23	.33	.29	635	.15	.34	.35	.16
To provide tools for the critical evaluation of contemporary society.	Total	1244	.38	.39	.19	.04	1217	.24	.45	.27	.04
	Men	525	.38	.38	.19	.05	514	.22	.46	.28	.04
	Women	648	.37	.40	.19	.04	637	.26	.45	.26	.03
To provide the national workforce with skilled human resources.	Total	1227	.17	.30	.35	.18	1215	.15	.40	.36	.08
	Men	519	.13	.29	.37	.21	516	.14	.40	.39	.08
	Women	640	.18	.31	.35	.16	635	.16	.41	.35	.09
To provide women of exceptional promise with first-rate education.	Total	1246	.63	.28	.07	.02	1231	.56	.30	.12	.03
	Men	524	.59	.32	.08	.01	517	.55	.31	.13	.01
	Women	650	.65	.27	.05	.03	645	.56	.30	.10	.03
To create a climate in which students, faculty, and staff can easily and informally discuss ideas and interests.	Total	1250	.54	.35	.10	.01	1234	.36	.39	.20	.05
	Men	525	.49	.39	.10	.02	518	.30	.42	.22	.05
	Women	654	.57	.33	.09	.01	648	.40	.38	.18	.04

Faculty Question 19 (continued)
IMPORTANCE OF PERSONAL AND INSTITUTION'S GOALS

Statements		Personal Goals #RS	E	V	S	N	Institution's Goals #RS	E	V	S	N
To make it possible for students generally to have a satisfying social life while at college.	Total	1244	.07	.19	.39	.35	1232	.13	.41	.39	.06
	Men	523	.06	.15	.40	.39	517	.13	.43	.39	.06
	Women	656	.07	.22	.39	.32	647	.14	.40	.40	.05
To help students develop leadership skills.	Total	1237	.26	.40	.24	.10	1227	.30	.48	.20	.02
	Men	522	.18	.39	.30	.13	517	.30	.47	.21	.02
	Women	645	.30	.42	.21	.07	643	.29	.50	.18	.02
To create a climate in which students, faculty, and staff are able to spend time in intellectual/ cultural activities.	Total	1248	.29	.42	.24	.05	1234	.22	.46	.27	.06
	Men	524	.27	.40	.27	.06	517	.18	.46	.29	.07
	Women	653	.31	.45	.20	.04	649	.24	.47	.24	.04
To create a climate in which students, faculty, and staff are able to spend time in health/ physical/sports/activities.	Total	1242	.07	.16	.37	.40	1233	.09	.30	.47	.15
	Men	525	.06	.14	.36	.44	518	.09	.27	.48	.16
	Women	647	.08	.17	.38	.37	648	.09	.31	.47	.12
To create a climate in which students learn how to compete fairly and effectively.	Total	1246	.21	.36	.30	.13	1233	.17	.43	.33	.07
	Men	522	.18	.36	.31	.15	517	.16	.43	.34	.07
	Women	653	.22	.37	.28	.13	648	.18	.43	.31	.08

Questionnaire to Faculty
Question 20

FREQUENTLY ENGAGED IN ACTIVITIES BY TOTALS

KEY: #RS = Number Responding **
V = Very Often (3+ times per week)
O = Often (1-2 times per week)
S = Sometimes (several times during semester)
I = Infrequently (once or twice per year)
N = Never

Activities		#RS	V	O	S	I	N
Supervised a student research project.	Total	1264	.17	.24	.24	.18	.17
	Men	534	.18	.25	.26	.19	.12
	Women	657	.15	.22	.24	.18	.21
Encouraged a student to submit a paper for publication, or for presentation at a scholarly meeting.	Total	1256	.02	.04	.15	.35	.44
	Men	533	.02	.04	.15	.36	.43
	Women	653	.02	.04	.15	.34	.45
Discussed with a colleague the mission of a women's college.	Total	1262	.11	.20	.43	.21	.05
	Men	534	.10	.18	.43	.25	.04
	Women	656	.13	.21	.44	.18	.04
Discussed with a colleague criteria for promotion and tenure.	Total	1265	.11	.18	.43	.20	.08
	Men	534	.09	.19	.45	.21	.06
	Women	658	.11	.17	.41	.21	.10
Discussed with either a colleague or student the representation of women in textbooks or courses related to your discipline.	Total	1263	.06	.15	.31	.26	.22
	Men	533	.03	.11	.26	.33	.27
	Women	653	.08	.16	.35	.23	.18

* less than .005
** Totals only as sex not indicated by every respondent

Faculty Question 20 (continued)
FREQUENTLY ENGAGED IN ACTIVITIES

Activities		#RS	V	O	S	I	N
Read reports of research in your discipline related to women.	Total	1257	.11	.17	.32	.24	.16
	Men	531	.05	.14	.34	.26	.21
	Women	653	.15	.19	.31	.21	.14
Added material to your course(s) to recognize the contributions and perspectives of women.	Total	1249	.13	.18	.33	.20	.16
	Men	530	.07	.18	.33	.23	.19
	Women	648	.18	.17	.31	.18	.16
Discussed with either a colleague or student the portrayal of minority groups in textbooks or courses related to your discipline.	Total	1256	.07	.12	.29	.25	.27
	Men	532	.05	.10	.29	.28	.28
	Women	652	.08	.13	.30	.24	.25
Read reports of research in your discipline related to minority groups.	Total	1257	.05	.13	.27	.28	.27
	Men	533	.04	.10	.27	.29	.30
	Women	652	.06	.15	.27	.27	.25
Added materials to your course(s) to recognize the contributions and perspectives of minorities.	Total	1246	.07	.14	.28	.22	.29
	Men	530	.05	.10	.30	.22	.33
	Women	646	.08	.14	.28	.23	.27
Challenged a promising student to work harder.	Total	1259	.30	.38	.28	.03	.01
	Men	529	.28	.37	.31	.03	.01
	Women	658	.31	.39	.27	.02	.01
Helped a student with a personal problem.	Total	1262	.22	.29	.38	.10	.01
	Men	531	.17	.24	.42	.14	.03
	Women	659	.25	.32	.35	.08	*
Encouraged a student to apply to graduate or professional school.	Total	1260	.13	.23	.46	.15	.03
	Men	531	.11	.22	.47	.18	.02
	Women	657	.14	.24	.46	.13	.03
Advised a student about choice of graduate or professional school.	Total	1262	.11	.22	.44	.18	.05
	Men	532	.11	.20	.46	.19	.04
	Women	658	.11	.23	.43	.17	.06

Faculty Question 20 (continued)
FREQUENTLY ENGAGED IN ACTIVITIES

Activities		#RS	V	O	S	I	N
Talked to an alumna about her career plans and/or problems.	Total	1260	.06	.09	.35	.33	.17
	Men	532	.04	.07	.33	.36	.20
	Women	656	.06	.11	.38	.31	.14
Exchanged letters with an alumna.	Total	1258	.05	.07	.31	.34	.23
	Men	531	.03	.05	.26	.39	.27
	Women	656	.06	.09	.34	.30	.21
Sponsored an independent-study project.	Total	1255	.09	.15	.30	.26	.20
	Men	530	.09	.15	.33	.26	.17
	Women	654	.10	.14	.28	.26	.22
Sponsored an independent-study project or discussion group on a topic related to women.	Total	1252	.03	.04	.15	.24	.54
	Men	531	.03	.04	.12	.21	.60
	Women	651	.04	.05	.18	.25	.48
Coauthored a paper with a student.	Total	1253	.01	.01	.03	.11	.84
	Men	533	.01	.01	.04	.13	.81
	Women	650	*	--	.03	.10	.87
Supported a student's request for research funds.	Total	1244	.01	.02	.09	.20	.68
	Men	530	.01	.01	.08	.24	.66
	Women	644	.01	.03	.09	.15	.72
Hired or invited a student to work with you on your own research project.	Total	1254	.01	.03	.10	.21	.65
	Men	532	.02	.04	.08	.27	.59
	Women	652	*	.02	.10	.17	.71
Discussed with a student the barriers to participation in your field that may exist for women.	Total	1252	.05	.10	.29	.27	.29
	Men	534	.04	.08	.28	.29	.31
	Women	649	.05	.11	.30	.27	.27

Faculty Question 20 (continued)
FREQUENTLY ENGAGED IN ACTIVITIES

Activities		#RS	V	O	S	I	N
Discussed with a student the opportunities to participate in your field that may exist for women.	Total	1250	.10	.22	.37	.20	.11
	Men	533	.08	.19	.38	.21	.14
	Women	648	.11	.25	.37	.18	.09
Discussed your own research with a student and invited her comments.	Total	1252	.05	.09	.27	.29	.30
	Men	534	.04	.10	.28	.34	.24
	Women	650	.05	.09	.25	.25	.36
Discussed your personal development (attitudes, political and social views, personal background) with a student.	Total	1255	.09	.22	.38	.23	.08
	Men	532	.10	.20	.35	.26	.09
	Women	652	.08	.24	.40	.21	.07
Discussed your professional development (career choices, job offers, research interests) with a student.	Total	1256	.08	.18	.41	.24	.09
	Men	534	.06	.16	.40	.29	.09
	Women	651	.08	.19	.42	.22	.09
Discussed your research interests with a same-sex faculty colleague and invited his/her comments.	Total	1256	.06	.14	.37	.24	.19
	Men	535	.05	.14	.39	.26	.16
	Women	651	.06	.13	.36	.23	.22
Discussed your research interests with an opposite sex faculty colleague and invited his/her comments.	Total	1251	.05	.12	.34	.26	.23
	Men	533	.06	.14	.38	.28	.14
	Women	649	.04	.11	.30	.25	.30
Discussed with a student her personal development.	Total	1257	.14	.27	.36	.17	.06
	Men	532	.11	.21	.38	.22	.08
	Women	653	.16	.32	.34	.14	.04
Discussed with a student professional, intellectual, or scholastic development.	Total	1258	.21	.35	.35	.08	.01
	Men	532	.17	.30	.42	.10	.01
	Women	654	.23	.40	.30	.06	.01
Compared your career development and aspirations with a same-sex faculty colleague.	Total	1251	.05	.12	.32	.31	.20
	Men	533	.03	.11	.29	.35	.22
	Women	649	.05	.14	.34	.29	.18

Faculty Question 20 (continued)
FREQUENTLY ENGAGED IN ACTIVITIES

Activities		#RS	V	O	S	I	N
Compared your career development and aspirations with an opposite sex faculty member.	Total	1246	.03	.09	.28	.32	.28
	Men	532	.03	.10	.27	.36	.24
	Women	645	.03	.09	.28	.29	.31
Discussed career options with a student.	Total	1247	.17	.33	.39	.09	.02
	Men	530	.15	.30	.41	.12	.02
	Women	646	.19	.36	.37	.07	.01

Questionnaire to Faculty
Question 21

SPECIAL MISSION OF A WOMEN'S COLLEGE BY SEX AND ACADEMIC DISCIPLINE*

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Mission							
Number Responding	--	446	551	467	174	199	214
No Special Mission Same as Other Colleges	.08	.10	.05	.09	.10	.07	.04
Provide Good Education - No Mention of Other Goals	.05	.07	.04	.06	.05	.05	.04
Overall Development General Preparation for Life	.30	.26	.35	.32	.23	.35	.28
Develop Self-Confidence, Self-Respect, and Independence	.27	.19	.33	.28	.26	.25	.29
Encourage Women to Leadership Roles	.18	.15	.21	.16	.16	.17	.27
Fight Stereotypes, Equalize Opportunities	.15	.14	.16	.14	.18	.17	.14
Prepare for Adjustment to Society/ Equality	.12	.11	.14	.11	.15	.10	.16
Provide Supportive Atmosphere to Women	.10	.11	.10	.11	.09	.11	.10

* Presented as Open-Ended Question

Faculty Question 21 (continued)
SPECIAL MISSION OF WOMEN'S COLLEGE

	Percent of Total	Sex of Respondent		Discipline			
		Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Atmosphere without Male Chauvinism, Dominance, and Competition	.09	.09	.09	.10	.08	.12	.06
Career Preparation/Development	.08	.08	.08	.05	.10	.08	.14
Broaden Awareness of Opportunities	.08	.07	.09	.09	.09	.07	.06
Prepare for Further Academic Achievement	.08	.06	.09	.07	.11	.08	.07
Unbiased Women's Course Material	.04	.02	.05	.04	.04	.04	.02
Prepare for Society's Problems	.03	.03	.04	.03	.07	.02	.02
Religious Education/ Christian Environment	.02	.01	.03	.01	.03	.03	.02
Pro-Traditional Roles/ Sex-Role Difference/ Ignore or Degrade Men/ Ghetto for Development	.01	.01	.01	.01	.02	--	.01
Women with Exceptional Gifts	.01	.01	.01	.01	.01	.01	--

Questionnaire to Faculty
Question 22

RESPONDENT'S AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS

KEY: #RS = Number Responding
SA = Strongly Agree
A = Agree with Reservations
D = Disagree with Reservations
SD = Strongly Disagree

Statements		#RS	SA	A	D	SD
In my department, it is very difficult to achieve tenure if one does not publish.	Total	1198	.16	.18	.31	.35
	Men	517	.14	.19	.30	.37
	Women	613	.17	.17	.31	.35
Part-time faculty should be eligible for tenure.	Total	1226	.08	.22	.32	.38
	Men	526	.07	.22	.31	.40
	Women	631	.10	.21	.32	.37
Teaching effectiveness, not publications, should be the primary basis for faculty promotion.	Total	1247	.47	.40	.10	.03
	Men	527	.41	.45	.10	.04
	Women	649	.52	.37	.09	.02
Faculty promotions should be based in part on formal student evaluations of their teachers.	Total	1247	.23	.56	.15	.06
	Men	529	.22	.58	.15	.07
	Women	647	.25	.55	.15	.05
Undergraduates today study harder than those of four years ago.	Total	1216	.03	.24	.52	.21
	Men	516	.03	.24	.56	.17
	Women	633	.04	.24	.49	.23
I prefer to teach small classes.	Total	1238	.38	.50	.11	.01
	Men	525	.35	.54	.10	.01
	Women	643	.40	.48	.11	.01

* Totals only as sex not indicated by every respondent

Faculty Question 22 (continued)
AGREEMENT/DISAGREEMENT WITH STATEMENTS

Statements		#RS	SA	A	D	SD
Institutional demands for doing research interfere with my effectiveness as a teacher.	Total	1228	.04	.09	.38	.49
	Men	526	.02	.08	.38	.52
	Women	633	.04	.09	.39	.48
I wish I had a smaller teaching load so I could devote more time to research.	Total	1236	.20	.29	.34	.17
	Men	526	.19	.30	.36	.15
	Women	641	.20	.27	.34	.19
Claims of discriminatory practices against women students in higher education have been greatly exaggerated.	Total	1203	.06	.31	.45	.18
	Men	508	.07	.35	.46	.12
	Women	628	.04	.28	.44	.24
There should be preferential hiring for minority faculty at this institution.	Total	1231	.06	.24	.45	.25
	Men	520	.04	.28	.44	.24
	Women	642	.07	.22	.47	.24
There should be preferential hiring for women faculty at this institution.	Total	1231	.04	.25	.47	.24
	Men	522	.02	.28	.45	.25
	Women	638	.06	.23	.48	.23
There should be preferential hiring for women and minorities at other institutions.	Total	1222	.08	.31	.42	.19
	Men	511	.05	.32	.42	.21
	Women	642	.11	.30	.42	.18
Institutional anti-nepotism rules should be abolished.	Total	1170	.17	.36	.30	.17
	Men	498	.15	.37	.30	.18
	Women	607	.18	.36	.30	.16
If I had a chance to retrace my steps, I would not choose an academic life.	Total	1243	.04	.11	.33	.52
	Men	525	.03	.12	.40	.45
	Women	650	.04	.10	.28	.58
If I had a chance to retrace my steps, I would choose another discipline.	Total	1241	.03	.12	.34	.51
	Men	525	.03	.10	.37	.50
	Women	645	.02	.14	.31	.53

Faculty Question 22 (continued)
AGREEMENT/DISAGREEMENT WITH STATEMENTS

Statements		#RS	SA	A	D	SD
Knowledge in my field is expanding so fast that I have fallen seriously behind.	Total	1251	.03	.22	.49	.26
	Men	530	.03	.24	.50	.23
	Women	650	.03	.20	.50	.27
Compared with most men of my age, in my field, who have had comparable training, I have been more successful.	Total	1144	.09	.38	.45	.08
	Men	508	.09	.48	.40	.03
	Women	570	.08	.31	.48	.13
Compared with most women of my age, in my field, who have had comparable training, I have been more successful.	Total	1179	.13	.49	.35	.03
	Men	474	.10	.47	.40	.03
	Women	638	.13	.52	.32	.03
Academic programs at colleges for women differ in content from those at coeducational institutions.	Total	1219	.03	.24	.55	.18
	Men	512	.02	.25	.54	.19
	Women	639	.03	.24	.56	.17
The learning environment at a women's college is more supportive of women students than that of a coeducational institution.	Total	1226	.35	.51	.21	.02
	Men	513	.31	.53	.13	.03
	Women	646	.38	.48	.12	.02
Men and women differ in the range of their abilities.	Total	1249	.02	.11	.38	.49
	Men	526	.01	.10	.42	.47
	Women	651	.03	.11	.34	.52
Men and women differ in the range of their priorities.	Total	1241	.09	.61	.22	.08
	Men	523	.07	.59	.24	.10
	Women	647	.09	.63	.21	.08
I would consider endorsing a woman candidate for president of the United States.	Total	1244	.51	.42	.05	.02
	Men	525	.49	.46	.03	.02
	Women	648	.51	.40	.07	.02
I would consider sending my daughter to a women's college.	Total	1203	.45	.43	.09	.03
	Men	512	.41	.47	.09	.03
	Women	621	.49	.39	.08	.04

Faculty Question 22 (continued)
AGREEMENT/DISAGREEMENT WITH STATEMENTS

Statements		#RS	SA	A	D	SD
There is a greater need today for women's colleges than ever before.	Total	1237	.29	.37	.29	.05
	Men	522	.23	.38	.33	.06
	Women	646	.33	.36	.26	.05
Women's colleges provide a significant option for female students, thus providing diversity among institutions of higher education.	Total	1247	.52	.41	.06	.01
	Men	526	.49	.42	.07	.02
	Women	652	.54	.40	.05	.01
Women's studies may be a passing interest at a large coeducational institution, whereas, they are a long-standing tradition at women's colleges.	Total	1215	.15	.40	.38	.07
	Men	511	.11	.42	.41	.06
	Women	636	.17	.37	.38	.08
Women's studies departments or programs are less prevalent at women's colleges because the latter believe in "mainstreaming" women.	Total	1112	.06	.41	.46	.07
	Men	461	.03	.43	.47	.07
	Women	591	.07	.40	.46	.07
There will be more interest in a separate women's studies program or department on this campus in the next decade.	Total	1180	.04	.29	.54	.13
	Men	501	.03	.26	.58	.13
	Women	613	.05	.30	.52	.13
There will be more research done by both faculty and students at this campus on the topic of women in the next decade.	Total	1194	.10	.52	.31	.07
	Men	505	.06	.54	.33	.07
	Women	622	.11	.51	.31	.07
I have made substantial changes in the content of my course(s) to include material which approaches the discipline from a female perspective as well as a male perspective.	Total	1217	.13	.32	.37	.18
	Men	521	.08	.34	.39	.19
	Women	628	.17	.29	.36	.18
In general, my discipline has begun to recognize the needs and contributions of women and issues of interest to them.	Total	1218	.23	.59	.14	.04
	Men	516	.21	.60	.16	.03
	Women	632	.25	.58	.13	.04
Graduates of women's colleges are less likely than women graduates of other colleges to be complicit in discriminating against other women.	Total	1157	.13	.50	.32	.05
	Men	481	.10	.52	.33	.05
	Women	611	.15	.48	.32	.05

Faculty Question 22 (continued)
AGREEMENT/DISAGREEMENT WITH STATEMENTS

Statements		#RS	SA	A	D	SD
A supportive environment for women is more a function of the way a subject is taught than a function of the content of the syllabus.	Total	1199	.30	.54	.14	.02
	Men	504	.27	.57	.14	.02
	Women	628	.33	.52	.13	.02
This college has been somewhat slow to recognize the contributions and concerns of women in the curriculum.	Total	1223	.04	.20	.47	.29
	Men	515	.03	.15	.50	.32
	Women	641	.06	.24	.44	.26
A young woman could acquire roughly the same education at a small coeducational liberal arts college as she could at an institution for women of equal prestige.	Total	1217	.12	.46	.33	.09
	Men	514	.13	.47	.33	.07
	Women	634	.10	.47	.34	.09
Something happens in the classroom at a women's college that makes the course content especially relevant to women.	Total	1126	.13	.43	.34	.10
	Men	475	.07	.43	.38	.12
	Women	592	.17	.42	.32	.09

Questionnaire to Faculty
Question 23

NUMBER OF DAYS AWAY FROM CAMPUS FOR PROFESSIONAL ACTIVITIES DURING THE PAST ACADEMIC YEAR

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Number of Days							
Number Responding	--	531	653	545	206	243	255
None	.14	.16	.13	.18	.10	.16	.06
One	.07	.06	.08	.07	.07	.06	.05
2-3	.25	.26	.25	.25	.28	.30	.22
4-5	.22	.21	.21	.24	.17	.21	.22
6-10	.19	.18	.20	.16	.21	.18	.25
11-20	.08	.07	.08	.06	.09	.05	.13
21-30	.03	.03	.02	.02	.06	.02	.02
31-40	.01	.01	.01	.01	.01	*	.01
40 +	.01	.02	.02	.01	.01	.02	.03

* less than .005

Questionnaire to Faculty
Questions 24 and 25

ARTICLES PUBLISHED IN ACADEMIC/PROFESSIONAL JOURNALS
AND BOOKS OR MONOGRAPHS WRITTEN OR EDITED (ALONE OR IN COLLABORATION)

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Articles Published							
Number Responding	--	528 (1181)	653	542	204	241	258
None	.42	.35	.49	.43	.35	.30	.58
One	.13	.13	.14	.15	.12	.11	.13
2-3	.17	.19	.15	.17	.19	.18	.14
4-5	.08	.09	.08	.08	.10	.11	.07
6-10	.07	.08	.06	.07	.07	.10	.04
11-20	.06	.08	.04	.06	.06	.12	.02
21-30	.03	.04	.02	.02	.06	.03	.02
31-40	.02	.02	.01	.01	.02	.03	*
40 +	.02	.02	.01	.01	.03	.02	*
Books/Monographs Written or Edited							
Number Responding	--	527 (1175)	648	538	204	237	255
None	.67	.62	.71	.62	.69	.73	.72
1-2	.25	.28	.22	.27	.22	.22	.24
3-4	.05	.06	.04	.07	.06	.04	.02
5-10	.02	.03	.02	.03	.04	.01	.01
10 +	.01	.01	.01	.01	*	--	.01

* less than .005

Questionnaire to Faculty
Question 26

RESEARCH, SCHOLARLY WRITING, OR CREATIVE WORKS ENGAGED IN IN PAST 12 MONTHS

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Yes or No							
Number Responding	--	531	653	544	205	243	257
Yes	.80	.86	.74	.88	.79	.75	.67
No	.20	.14	.26	.12	.21	.25	.33

Questionnaire to Faculty
Question 27

POLITICAL INCLINATIONS BY SEX AND ACADEMIC DISCIPLINE

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Political Inclinations							
Number Responding	--	523	646	537	200	244	252
Far Left	.03	.03	.02	.03	.08	.01	.01
Very Liberal	.14	.14	.14	.16	.18	.11	.09
Somewhat Liberal	.33	.34	.33	.37	.34	.27	.28
Moderate	.26	.23	.29	.24	.19	.32	.28
Somewhat Conservative	.18	.17	.18	.13	.15	.21	.29
Very Conservative	.02	.03	.02	.02	.01	.04	.03
Far Right	*	--	*	--	--	--	*
None of These	.04	.06	.02	.05	.05	.04	.02

* less than .005

Questionnaire to Faculty
Question 28

DISCRIMINATION AGAINST
WOMEN IN THE FIELD ABOUT A DECADE AGO/
WOMEN IN THE FIELD TODAY

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
About a Decade Ago							
Number Responding	--	508	629	526	195	236	245
Discrimination Regardless of Work Quality	.22	.16	.26	.22	.25	.21	.18
Discrimination, but Able Ones Made Their Own Way	.51	.56	.47	.51	.59	.55	.46
Treated the Same as Others	.25	.25	.26	.25	.14	.23	.34
Better Treatment	.02	.03	.01	.02	.02	.01	.02
Today							
Number Responding	--	510	627	522	197	236	246
Discrimination Regardless of Work Quality	.04	.03	.05	.06	.05	.03	.02
Discrimination, but Able Ones Make Their Own Way	.34	.25	.41	.33	.37	.34	.31
Treated the Same as Others	.51	.54	.49	.50	.46	.49	.60
Better Treatment	.11	.18	.05	.11	.12	.14	.07

Questionnaire to Faculty
Question 28

DISCRIMINATION AGAINST
BLACKS IN THE FIELD ABOUT A DECADE AGO/
BLACKS IN THE FIELD TODAY

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
About a Decade Ago							
Number Responding	--	493	586	490	188	220	244
Discrimination Regardless of Work Quality	.31	.28	.34	.35	.31	.24	.31
Discrimination, but Able Ones Made Their Own Way	.46	.46	.45	.42	.52	.49	.45
Treated the Same as Others	.20	.21	.19	.19	.12	.24	.22
Better Treatment	.03	.05	.02	.04	.05	.03	.02
Today							
Number Responding	--	500	591	491	190	225	247
Discrimination Regardless of Work Quality	.06	.05	.07	.07	.07	.04	.05
Discrimination, but Able Ones Make Their Own Way	.33	.30	.36	.34	.35	.30	.32
Treated the Same as Others	.43	.42	.45	.41	.36	.49	.49
Better Treatment	.18	.23	.12	.18	.22	.17	.14

Questionnaire to Faculty
Question 29

THE TOP PEOPLE IN THE FIELD ARE SUCCESSFUL BECAUSE:
THEY ARE MORE EFFECTIVE "OPERATORS"/THEY HAD MANY ADVANTAGES

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Effective "Operators"							
Number Responding	--	510	632	521	198	237	250
Strongly Agree	.18	.16	.19	.16	.19	.16	.22
Agree with Reservations	.41	.44	.39	.39	.40	.43	.46
Disagree with Reservations	.27	.27	.27	.31	.22	.28	.20
Strongly Disagree	.14	.13	.15	.14	.19	.13	.12
Many Advantages							
Number Responding	--	506	629	518	193	237	251
Strongly Agree	.13	.07	.16	.15	.13	.10	.08
Agree with Reservations	.46	.48	.45	.47	.49	.47	.43
Disagree with Reservations	.32	.35	.31	.28	.30	.35	.41
Strongly Disagree	.09	.10	.08	.10	.08	.08	.08

Questionnaire to Faculty
Question 29

THE TOP PEOPLE IN THE FIELD ARE SUCCESSFUL BECAUSE:
THEY ARE BRIGHTER/THEY ARE EFFECTIVE PROMOTERS OF THEIR CAREERS

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Brighter							
Number Responding	--	512	637	523	199	246	252
Strongly Agree	.21	.20	.21	.20	.21	.29	.14
Agree with Reservations	.51	.56	.47	.48	.56	.51	.55
Disagree with Reservations	.22	.19	.25	.23	.21	.16	.26
Strongly Disagree	.06	.05	.07	.09	.02	.04	.05
Effective Promoters							
Number Responding	--	510	641	527	197	238	253
Strongly Agree	.37	.32	.39	.37	.37	.28	.46
Agree with Reservations	.53	.58	.51	.52	.52	.61	.47
Disagree with Reservations	.08	.09	.08	.09	.09	.10	.07
Strongly Disagree	.02	.01	.02	.02	.02	.01	*

* less than .005

Questionnaire to Faculty
Question 29

THE TOP PEOPLE IN MY FIELD ARE SUCCESSFUL BECAUSE:
THEY HAVE DONE MORE IMPORTANT RESEARCH/THEY HAVE HAD GOOD SPONSORS

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural Mathematical Science	Other
Done Important Research							
Number Responding	--	517	638	527	200	241	252
Strongly Agree	.26	.28	.25	.25	.35	.35	.15
Agree with Reservations	.46	.47	.45	.46	.46	.46	.46
Disagree with Reservations	.21	.20	.22	.22	.16	.15	.28
Strongly Disagree	.07	.05	.08	.07	.03	.04	.11
Had Good Sponsors							
Number Responding	--	506	628	513	194	238	250
Strongly Agree	.18	.14	.21	.19	.19	.18	.14
Agree with Reservations	.53	.56	.50	.53	.59	.57	.45
Disagree with Reservations	.24	.25	.23	.22	.18	.21	.34
Strongly Disagree	.05	.05	.06	.06	.04	.04	.07

Questionnaire to Faculty
Question 30

BEST AND POOREST DESCRIPTOR OF RESPONDENT BY SEX AND ACADEMIC DISCIPLINE*

		Sex of Respondent		Discipline			
	Percent of Total	Male	Female	Arts/ Humanities	Social/ Behavioral Science	Natural/ Mathematical Science	Other
Best Descriptor							
Number Responding	--	513	651	537	202	237	255
Intellectual	.17	.16	.17	.20	.19	.11	.14
Professional	.39	.36	.40	.35	.33	.25	.63
Scholar	.19	.22	.16	.23	.24	.11	.13
Scientist	.10	.11	.08	.01	.14	.31	.04
Teacher	.62	.63	.63	.66	.59	.60	.59
Poorest Descriptor							
Number Responding	--	496	612	514	191	223	241
Intellectual	.26	.29	.25	.13	.32	.47	.30
Professional	.11	.15	.08	.09	.18	.20	.03
Scholar	.15	.17	.14	.11	.15	.23	.17
Scientist	.60	.55	.64	.82	.49	.17	.65
Teacher	.03	.03	.02	.02	.05	.04	.01

* Figures do not equal 100% because more than one answer given

Questionnaire to Faculty
Question 31

CONTRIBUTIONS OF SCHOLARS TO VARIOUS FIELDS
BY SEX AND ACADEMIC DISCIPLINE

Scholars	Respondents	
	Percent of all Men	Percent of all Women
Arts and Humanities		
No Women	.81	.51
One Woman	.15	.33
Two Women	.04	.08
Three Women	--	.08
Social and Behavioral Sciences		
No Women	.93	.64
One Woman	.06	.20
Two Women	.01	.08
Three Women	--	.08
Natural and Mathematical Sciences		
No Women	.91	.75
One Woman	.06	.24
Two Women	.03	.01
Three Women	--	--
Other Disciplines		
No Women	.66	.35
One Woman	.24	.21
Two Women	.06	.17
Three Women	.04	.27
Total - All Disciplines		
No Women	.83	.53
One Woman	.13	.27
Two Women	.03	.09
Three Women	.01	.11

V. Instruments

WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

January 31, 1980

Dear Women's College President,

As you may know, the Women's College Coalition received a two-year grant from the Ford Foundation in 1978 to support its data collection and research activities. Part of this grant has been used to develpp a data book on women's colleges, to be published in the spring of this year. Additionally, the grant provided support for the development and analysis of a number of special studies on topics to be decided by the Coalition. In compiling the data book, it became apparent to us all that data on the academic programs and faculties at women's colleges were sorely lacking. Thus, the first special study will attempt to acquire data about the special learning environments provided by institutions of higher education for women.

This is an important study and we hope you will give us your full participation and support. Although previous studies by Alexander Astin and Elizabeth Tidball have pointed to significant differences in the effects of women's colleges upon students, we know very little about the attitudes of faculty at women's colleges, the variety of course offerings, the special programs for women, etc. Although this study can only be a beginning, we hope to acquire some very helpful basic information and to point other researchers in the directions that look promising, based on the results of this study.

The study is in two parts. The first part is a QUESTIONNAIRE FOR PRESIDENTS which is designed to collect information on the attitudes of women's college leadership toward institutional mission, curricular trends, and other critical issues. Questions numbered 1 through 19 require that data be compiled and reported regarding numbers of faculty, courses, etc. You may wish to assign these sections to a registrar or academic dean for completion. However, we ask that all other parts of this questionnaire be completed by you directly.

QUESTIONNAIRES FOR DISTRIBUTION TO FACULTY (number dependent upon size of institution): The second part of the study is a questionnaire designed to retrieve information about the backgrounds and attitudes of faculty members at women's colleges.

As you know, a number of researchers have surveyed faculties in institutions of higher education across the country. Alan Bayer at the American Council on Education ran a nationwide survey in 1972 which included a number of women's colleges in the sample, but it has been almost a decade since this survey was conducted.

The Ladd-Lipset Survey of the Professoriate routinely surveys a national sample of faculty on a number of issues. The subsample of faculty at women's institutions provided by the Ladd-Lipset study is, however, too small to provide meaningful data on this segment of the professoriate.

The enclosed questionnaire for faculty members draws upon questions asked by these other researchers in addition to posing questions uniquely suited to the women's college environment. With your help in ensuring a high response rate from faculty members, we will be able to make a number of important observations on the attitudes of faculty members at women's colleges as well as to draw some comparative conclusions with respect to national samples of faculty. Although this survey will require a small amount of effort on the part of individual institutions, we hope that you will agree that the results promise to be well worth the effort.

Enclosed in this package are complete instructions covering disbursement of faculty questionnaires and other aspects of your participation. If you (or the person within your institution whom you may choose to put in charge of this project) should have any questions regarding this study, please do not hesitate to call Susan Bales at the Coalition for information or further instructions.

This study has the very great potential of beginning to quantify and characterize the special environment of the women's colleges and we hope you will give the project your full support. The results of the survey will be made available to you in the form of a comprehensive report from the Coalition staff which will be mailed to all participating institutions.

Sincerely,

Martha E Church

Martha E. Church
President, Hood College
Chair, Women's College
Coalition Data Collection
Project

Rhoda M Dorsey

Rhoda M. Dorsey
President, Goucher College
Chair, Women's College Coalition

institutional code: ( )( ) ( )

QUESTIONNAIRE FOR PRESIDENTS OF WOMEN'S COLLEGES
(OR DEANS IF SERVING AS CHIEF EXECUTIVE OFFICERS OF CAMPUS)

Return to: Hager, Sharp & Abramson
1725 K St., NW - Suite 1003
Washington, DC 20006
BEFORE MARCH 1, 1980

Part I

1. Please indicate below the headcount composition of your undergraduate teaching faculty in the categories provided. For purposes of this study, disciplinary categories are defined as follows:

ARTS AND HUMANITIES include the studio and performing arts, the history and criticism of the arts, film studies and film-making, communications and media studies, history, philosophy, languages, literature, linguistics, english, archaeology, classics, religion, writing, history and philosophy of science.

SOCIAL AND BEHAVIORAL SCIENCES include economics, anthropology, psychology, geography, political science, and sociology.

NATURAL AND MATHEMATICAL SCIENCES include mathematics, chemistry, biology, physics, astronomy, earth sciences, and computer sciences.

INTERDISCIPLINARY includes only those faculty who actually hold their appointment in such fields as ethnic studies, women's studies, environmental studies, urban studies, etc.

PLEASE NOTE: For purposes of this study, disciplinary categories are defined as above. We realize that there may be conflicts with certain disciplines (e.g. history, psychology), but ask that you report according to this formula with the interest of providing comparable data. Faculty disciplinary affiliation should be determined by the department in which the particular faculty member holds his or her appointment (rather than by other disciplinary or interdisciplinary programs in which the faculty member may teach).

Full-time is defined according to your own institution's definition of a normal annual teaching load. If a faculty member is temporarily on a less than full-time basis (sabbatical,course released time for research, etc.) please report them as full-time faculty, according to their normal status.

Over

FIELD	NUMBER OF MEN	NUMBER OF WOMEN
ARTS AND HUMANITIES TOTAL HEADCOUNT		
Full-time Professors		
Full-time Associate Professors		
Full-time Assistant Professors		
Other full-time		
All part-time headcount (regardless of rank		
SOCIAL AND BEHAVIORAL SCIENCES TOTAL HEADCOUNT		
Full-time Professors		
Full-time Associate Professors		
Full-time Assistant Professors		
Other full-time		
All part-time headcount (regardless of rank)		
NATURAL AND MATHEMATICAL SCIENCES TOTAL HEADCOUNT		
Full-time Professors		
Full-time Associate Professors		
Full-time Assistant Professors		
Other full-time		
All part-time headcount (regardless of rank)		
INTERDISCIPLINARY TOTAL HEADCOUNT		
Full-time Professors		
Full-time Associate Professors		
Full-time Assistant Professors		
Other full-time		
All part-time headcount (regardless of rank)		

Cont. on next p

FIELD	NUMBER OF MEN	NUMBER OF WOMEN
OTHER TOTAL HEADCOUNT -- ALL OTHER FIELDS		
Full-time	_____	_____
Part-time	_____	_____

A full-time teaching load at your institution is defined as: _____.

Your institution is on a _____ (semester, quarter, etc.) system.

2. Of your total/all fields headcount of both full-time and part-time tenured faculty, what number are:

FULL-TIME TENURED		PART-TIME TENURED	
Men	_____	Men	_____
Women	_____	Women	_____
Total	_____	Total	_____

3. Please indicate the number of undergraduate teaching faculty at your institution who are currently involved in either internally or externally funded research (either supported by compensation, research funds, staff, or released time):

Men _____

Women _____

4. Please estimate the number of undergraduate teaching faculty at your institution who are currently involved in definite scholarly research projects which are not supported by any funding whatsoever (beyond new course preparation):

Men _____

Women _____

5. Please indicate below the number of honorary degrees you have conferred in the last five years by sex of recipient:

1978-79	1977-78	1976-77	1975-76	1974-75
M _____	M _____	M _____	M _____	M _____
W _____	W _____	W _____	W _____	W _____

6. Please indicate the number of commencement speaker(s) by sex for the last five years:

	1978-79	1977-78	1976-77	1975-76	1974-75
Number of:	M _____	M _____	M _____	M _____	M _____
Number of:	W _____	W _____	W _____	W _____	W _____

	0-5	6-10	11-20	21-50
7. Please indicate the total number of endowed chairs	( )	( )	( )	( )
the number of chairs named for women	( )	( )	( )	( )
the number of chairs held by women	( )	( )	( )	( )

8. Of your five top administrative positions, how many are currently held by women? _____

9. What is the sex of your current president? M _____ F _____

10. How many of your institution's previous five presidents were women?

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

11. If the college gives awards other than honorary degrees to distinguished citizens, what percentage of such awards would you estimate have gone to women in the last five years? _____

12. If there is an established lecture series at the college, what percentage of these lecturers over the last five years would you estimate have been women? _____

13. How many buildings on the campus bear the names of:

	0-5	6-10	11-20	21-30	31+
MEN	( )	( )	( ))	( )	( )
WOMEN	( )	( )	( )	( )	( )
BOTH	( )	( )	( )	( )	( )

14. How many funded awards/prizes are given by the college to outstanding students? _____

15. How many funded scholarships are given by the college to outstanding students? _____ What percentage of these are named for women? _____

Cont. on next page

16. Please indicate by sex the composition of your Board of Trustees or equivalent governing board:

	Men	Women
TOTAL NUMBER OF:	_____	_____
CHAIR:	_____	_____
OTHER OFFICERS:	_____	_____

17. Please give a brief description of the five largest grant proposals prepared by your college and submitted to outside funding sources in the last academic year. Please indicate the amount and purpose (2 or 3 lines, e.g., faculty development program in the liberal arts, management seminars and internships for students) regardless of whether proposal was funded, not funded or still pending. This material will be categorized and kept strictly confidential on an individual basis.

_____

_____

_____

_____

18. Is there a women's studies department on campus? YES ___ NO ___

If NO women's studies department, skip to Question 18B.

18A. If YES, is it of degree granting status? YES ___ NO ___

How many faculty teach in the dept? MEN _____ WOMEN _____

How many faculty have appointments in the dept? MEN _____ WOMEN _____

How many of these faculty hold joint appointments with other depts.? MEN _____ WOMEN _____

If there are majors in women's studies, how many were there in the graduating classes of:

1979 _____
1978 _____
1979 _____

Skip to Question 19.

18B. If NO, is there a women's studies program at your campus?

YES _____ NO _____

If YES, how many faculty routinely teach in the program?

MEN _____ WOMEN _____

18B. How many courses did the program comprise, in:

1979	_____	total number of enrollments in these courses:	_____
1978	_____		_____
1977	_____		_____

19. Please list by title those courses currently offered by the college which might be categorized as being about women or where women are the primary focus of the course, e.g., Women Artists of The Arts and Crafts Movement OR attach a printed or typed list to your return questionnaire.

COURSE TITLE	DEPT/DIVISION
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTITUTIONAL CODE: ( ) ( ) ( )

QUESTIONNAIRE FOR PRESIDENTS OF WOMEN'S COLLEGES

PART II

20. To what extent have faculty members at your institution made substantial changes in the content of their sources to include material which approaches their disciplines from a female perspective as well as a male perspective? Can you characterize changes of this sort as:

_____ VERY GREAT _____ SIGNIFICANT _____ SLIGHT

_____ NO CHANGE _____ NO OPINION

Please describe these changes listing briefly some courses or programs which typify this development:

_____

_____

_____

_____

_____

21. In recent years, many colleges have adapted the curriculum in ways designed to meet the expanding personal and professional aspirations of women students. Adaptations of this kind fall into several categories: adding new offerings in the sciences, mathematics, economics, and business; defining pre-law and pre-medicine sequences; adding courses in such areas as decision-making or styles of leadership; adding "for credit" internships, etc. Looking at your overall curriculum for the past five years, can you characterize changes of this sort as:

_____ VERY GREAT _____ SIGNIFICANT _____ SLIGHT

_____ NO CHANGE _____ NO OPINION

Please describe these changes listing briefly some courses or programs which typify this development:

_____

_____

_____

_____

_____

OVER

22. If you were to speculate about the changes which will take place in the curricula of women's colleges in the coming decade, what three changes would you identify as being the most likely to occur?

_____

_____

_____

23. How does your particular institution attempt to recognize, within the curriculum, the contributions and concerns of women? Please check all that apply.

_____ Development of a degree-granting women's studies department.

_____ Development of a women's studies program (non-degree granting) which draws on other disciplines for courses.

_____ Changes in the content of courses made by individual faculty to recognize women's contributions and perspectives.

_____ Development of a lecture series with particular emphasis upon women's issues and drawing largely upon women speakers.

_____ Others: please specify: _____

_____

24. Which of the following most accurately describes the attitude of your college's curriculum committee to the approval of independent study topics, senior theses, and term papers on the contributions and concerns of women?

_____ ENCOURAGES _____ ROUTINELY APPROVES _____ APPROVES WITH RESERVATIONS

_____ DISCOURAGES _____ DON'T KNOW

25. Which of the following most accurately describes the official status or policy of your institution with regard to the sex-composition of your student body? Choose only one option. Explain your answer in the space provided if the option is not sufficiently explicit in your case.

_____ We are committed to remaining a college for women.

_____ We have decided to continue as a women's college on a "wait and see" basis.

_____ We are continuing our traditional role as a college for women pending the outcome of studies currently underway or planned regarding future directions for the college.

_____ We are now officially coeducational.

_____ We will officially become coeducational.

_____ We are a coordinate college.

_____

CONTINUED ON NEXT PAGE

SA = STRONGLY AGREE A = AGREE N = NEUTRAL D = DISAGREE

SDA = STRONGLY DISAGREE

	SA	A	N	D	SDA
Women's studies may be a passing interest at a large coeducational institution whereas it is a long-standing tradition at women's colleges.	( )	( )	( )	( )	( )
Women's studies departments or programs are less prevalent at women's colleges because the latter believe in "mainstreaming" women.	( )	( )	( )	( )	( )
There will be more interest in a separate women's studies program or department on this campus in the next decade.	( )	( )	( )	( )	( )
There will be more research done by both faculty and students at this campus on the topic of women in the next decade.	( )	( )	( )	( )	( )
Graduates of women's colleges are less likely than women graduates of other colleges to be complicit in discriminating against women.	( )	( )	( )	( )	( )
A supportive environment for women is a function of the way a subject is taught.	( )	( )	( )	( )	( )
A supportive environment for women is the result of the extent to which women are represented in the curriculum and on the syllabi.	( )	( )	( )	( )	( )
This college has been somewhat slow to recognize in the curriculum the contributions and concerns of women.	( )	( )	( )	( )	( )
This college is interested in expanding programs which are already very supportive of women while most of higher education is concerned with remedying past and present injustices to women.	( )	( )	( )	( )	( )
Women's colleges will be a viable alternative to coeducation in the next decade.	( )	( )	( )	( )	( )
Women's colleges are in a stronger position entering the eighties than they were in entering the seventies.	( )	( )	( )	( )	( )
Enrollment at women's colleges will hold steady or increase over the next decade.	( )	( )	( )	( )	( )
The demographic patterns and tough financial realities of the eighties will force some women's colleges to close or go coeducational to attract students.	( )	( )	( )	( )	( )

CONTINUED ON NEXT PAGE

26. Please state the extent to which you agree or disagree with the following statements:

SA = STRONGLY AGREE A = AGREE N = NEUTRAL D = DISAGREE

SDA = STRONGLY DISAGREE

	SA	A	N	D	SDA
Women's colleges should serve as leaders in recognizing the contributions and concerns of women in the curriculum.	( )	( )	( )	( )	( )
In the next decade, much of the curricular reform that will occur at this college will have to do with adapting the curriculum to recognize the achievements and concerns of women.	( )	( )	( )	( )	( )
Women's colleges recognize the contributions and concerns of women in more subtle ways than by overtly identifying women's studies as a separate program.	( )	( )	( )	( )	( )
To a large extent, the supportive atmosphere at women's colleges is the result of the sizeable percentage of women on the faculty and the perspective they bring to their discipline.	( )	( )	( )	( )	( )
The curricular innovations of women's colleges and their ability to create a supportive environment for women can be adapted to a coed setting.	( )	( )	( )	( )	( )
To create a supportive environment for women at a large coeducational research university, you would first have to alter the sexual composition of the faculty.	( )	( )	( )	( )	( )
The percentage of women on the faculty of this institution will hold steady or increase in the next decade.	( )	( )	( )	( )	( )
The percentage of women on the faculties of coeducational colleges and universities will increase in the next decade.	( )	( )	( )	( )	( )
Sexual discrimination at the faculty level is no longer a problem in coeducational colleges and universities.	( )	( )	( )	( )	( )
Hiring practices for faculty and top administrative positions at coeducational colleges and universities still reflect discriminatory practices.	( )	( )	( )	( )	( )

OVER

SA = STRONGLY AGREE A = AGREE N = NEUTRAL D = DISAGREE

SDA = STRONGLY DISAGREE

	SA	A	N	D	SDA
Most of the changes to coeducational status that will occur in the set of women's colleges have already occurred.	( )	( )	( )	( )	( )
Those women's colleges which have gone coeducational have managed to retain their distinctiveness and their supportive environment for women.	( )	( )	( )	( )	( )
Women's colleges which have gone coeducational expose men students to a "feminized" environment.	( )	( )	( )	( )	( )
Men faculty who teach at women's colleges are more likely to develop an affirmative attitude toward women's intellectual abilities than male faculty at coeducational institutions.	( )	( )	( )	( )	( )
Men faculty at women's colleges feel it is less prestigious to be there than at a coeducational institution of the same general size and selectivity.	( )	( )	( )	( )	( )
My own career would have been different had I not come to a women's college.	( )	( )	( )	( )	( )
I could have achieved roughly the same level of success in a coeducational environment as I have at this institution.	( )	( )	( )	( )	( )
Among your acquaintances, the percentage of parents who would prefer a women's college for their college-age daughters is definitely declining.	( )	( )	( )	( )	( )

27. What is the special mission of a women's college?

_____

_____

_____

_____

_____

28. COMMENTS:

February 1, 1980

Dear Faculty Member,

This is to invite your participation in an important new survey of the attitudes and backgrounds of faculty members at a number of comparable institutions of higher education across the country. With funding from the Ford Foundation, we are looking at the missions and learning environments of colleges and universities as experienced and expressed by faculty members at these institutions.

As you may know, there have been a number of national surveys of the professoriate in recent years. Alan Bayer of the American Council on Education conducted a nationwide survey in 1972 which looked at faculty in a number of different kinds of institutions. However, that information is now ten years old. The Ladd-Lipset Survey of the Professoriate routinely surveys a national sample of faculty on a number of issues. However, the subsample of faculty at a number of different kinds of institutions (small colleges, religiously-affiliated institutions, single sex institutions, among others) provided by the Ladd-Lipset study is too small to provide meaningful data on these important segments of the professoriate.

The attached questionnaire draws upon questions asked by other researchers in addition to posing questions designed especially for the college environment in which you teach. Your participation in the survey will help us begin to understand, to quantify and characterize faculty attitudes in a number of new environments not previously studied. The questionnaire has been pre-tested and shown to require an average of 25 minutes to complete. A self-addressed stamped envelope has been provided for your convenience. Your questionnaire must be returned no later than March 1.

Your name was chosen at random according to a simple formula and your responses will be coded and held in strictest confidence by staff researchers. As you will notice, the questionnaires are coded by institution. This is to allow us to group and re-group faculty attitudes according to

a number of institutional traits (e.g., size of institution, religious affiliation of the institution; location). Data will not be reported by individual institution. Responses will be aggregated to protect the identity of all faculty participants.

Thank you, in advance, for your time and cooperation. Your participation makes an important contribution to the efforts of the higher education community to understand critical factors in the learning environment that contribute to education and achievement.

Sincerely,

Susan Nall Bales

Susan Nall Bales

INSTITUTIONAL CODE: ( ) ( ) ( )

FACULTY SURVEY QUESTIONNAIRE

Return to Hager, Sharp and Abramson
1725 K Street, NW -- Suite 1003
Washington, DC 20006

BEFORE MARCH 1, 1980

1. Your specific discipline is: _____

2. Your academic rank is:

( ) professor
( ) associate professor
( ) assistant professor
( ) other _____

3. What is your marital status?
( ) Member, religious community/cleric
( ) Not married
( ) Married living with spouse
( ) Married not living with spouse
( ) Divorced or separated
( ) Widowed

4. What is your age group?

( ) Under 30
( ) 30 - 39
( ) 40 - 49
( ) 50 - 59
( ) 60 +

5. You ( ) currently have tenure.
( ) currently do not have tenure, or not applicable.

6. Your race is:

( ) Black/Negro/Afro-American
( ) White/Caucasian
( ) Asian
( ) Hispanic
( ) Other

7. Your sex is:

( ) male
( ) female

8. Do you have children? ( ) YES ( ) NO

(IF YES) How many? _____

9. What is the highest level of formal education reached by your spouse? Your father? Your mother?

A. Spouse
B. Father
C. Mother

	SPOUSE	FATHER	MOTHER
Not applicable/not certain	( )	( )	( )
8th grade or less	( )	( )	( )
Some high school	( )	( )	( )
Completed high school	( )	( )	( )
Some college	( )	( )	( )
Graduated from college	( )	( )	( )
Attended graduate or professional school	( )	( )	( )
Attained advanced degree	( )	( )	( )

OVER

10. If either parent received a Bachelors degree, please list approximate year and institution from which degree was granted:

FATHER: _____

MOTHER: _____

11. What is your spouse's occupation at present? What was your father's principal occupation when you were in high school? Your mother's principal occupation?

A. Spouse
B. Father
C. Mother

	SPOUSE	FATHER	MOTHER
Not applicable/not certain	( )	( )	( )
College or university teaching, research, or administration	( )	( )	( )
Other professional	( )	( )	( )
Semiprofessional	( )	( )	( )
Owner, Large business	( )	( )	( )
Managerial, administrative	( )	( )	( )
Owner, small business	( )	( )	( )
Other white collar: clerical, retail sales	( )	( )	( )
Skilled wage worker	( )	( )	( )
Semi and unskilled wage worker, or farm laborer	( )	( )	( )
Armed services	( )	( )	( )
Farm owner or manager	( )	( )	( )
Not employed outside the home	( )	( )	( )

12a. Where did you do your undergraduate work?

( ) large (over 2,000 FTE Students) single - sex public university
( ) large (over 2,000 FTE students) single-sex private university
( ) large (over 2,000 FTE students) coeducational private university
( ) state or public university
( ) small (under 2,000 FTE students) liberal arts college (coed)
( ) small (under 2,000 FTE students) liberal arts college (single-sex)
( ) other

12b. Name of institution from which you received your Bachelor's degree:

_____

CONTINUED ON NEXT PAGE

13. (A) Mark <u>all</u> types of work that you have engaged in for a year or more since earning your Bachelor's degree (do not include part-time work while in graduate school).

(B) Mark the one type of primary work that you had engaged in immediately prior to taking a job at this institution.

	A ALL TYPES OF WORK	B ONE TYPE IMMEDIATELY PRIOR
Teaching in a coeducational university	( )	( )
Teaching in a four year coed college	( )	( )
Teaching in a women's college or university	( )	( )
Teaching in a coed junior or community college	( )	( )
Teaching in a men's college or university	( )	( )
Teaching in a single-sex junior or community college	( )	( )
Fulltime nonteaching research position in a coed college or university	( )	( )
Postdoctoral fellowship or traineeship in a university	( )	( )
Fulltime college or university administration	( )	( )
Teaching or administration in an elementary or secondary school	( )	( )
Research and development outside educational institutions	( )	( )
Executive or administrative post outside educational institutions	( )	( )
Other professional position	( )	( )
Religious service	( )	( )
Student	( )	( )
Other (please specify)	( )	( )

14. How long have you been employed on a fulltime basis in higher education? . . . at your present institution? How many years have you held your present rank?

	IN HIGHER EDUCATION	AT YOUR INSTITUTION	AT PRESENT RANK
0 - 2 years	( )	( )	( )
3 - 5 years	( )	( )	( )
6 - 10 years	( )	( )	( )
11 - 15 years	( )	( )	( )
16 - 20 years	( )	( )	( )
more than 20 years	( )	( )	( )

15. With how many different classes (including different sections) are you meeting this term? How many different undergraduate courses (not sections of the same course) are you teaching?

	NONE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN+
classes	( )	( )	( )	( )	( )	( )	( )	( )
courses	( )	( )	( )	( )	( )	( )	( )	( )

16. How many students pursuing independent studies are enrolled with you this term?

_____

17. About how many undergraduate students are enrolled in your courses this term?

_____

18. About how many academic advisees do you have in each of the following categories:

	None	Under 10	10-25	26-49	50-99	100+
Freshman academic advisees	( )	( )	( )	( )	( )	( )
Major (Disciplinary) academic advisees	( )	( )	( )	( )	( )	( )
Senior thesis advisees	( )	( )	( )	( )	( )	( )
Student researchers	( )	( )	( )	( )	( )	( )
Informal (not administratively assigned but seen on a regular basis) advisees	( )	( )	( )	( )	( )	( )
Other	( )	( )	( )	( )	( )	( )

19. How important is each of the following as: (A) your personal goal or aim in teaching undergraduate students, and (B) your institution's goal in undergraduate education?

E=essential V=very important S=somewhat important N=not important, or irrelevant

	A (MY GOALS)				B (OVERALL INSTITUTION'S GOALS)			
	E	V	S	N	E	V	S	N
To master knowledge in a discipline	( )	( )	( )	( )	( )	( )	( )	( )
To convey a basic appreciation of the liberal arts	( )	( )	( )	( )	( )	( )	( )	( )
To encourage students to aspire and achieve commensurate with their abilities	( )	( )	( )	( )	( )	( )	( )	( )
To increase the desire and ability to undertake self-directed learning	( )	( )	( )	( )	( )	( )	( )	( )

(continued on next page)

E = essential V = very important S = somewhat important N = not important or irrelevant

19. CONT.		A (MY GOALS) E	V	S	N	B (OVERALL INSTITUTION'S GOALS) E	V	S	N
	To develop the ability to think clearly	( )	( )	( )	( )	( )	( )	( )	( )
	To encourage students to question assumptions	( )	( )	( )	( )	( )	( )	( )	( )
	To foster an understanding of women's past and present participation and contribution to history and culture	( )	( )	( )	( )	( )	( )	( )	( )
	To develop the ability to pursue research	( )	( )	( )	( )	( )	( )	( )	( )
	To develop creative capacities	( )	( )	( )	( )	( )	( )	( )	( )
	To develop qualities of assertiveness, ambition, and leadership	( )	( )	( )	( )	( )	( )	( )	( )
	To prepare students for employment after college	( )	( )	( )	( )	( )	( )	( )	( )
	To counteract the traditional image and role expectations of women	( )	( )	( )	( )	( )	( )	( )	( )
	To develop moral character	( )	( )	( )	( )	( )	( )	( )	( )
	To develop social poise and grace	( )	( )	( )	( )	( )	( )	( )	( )
	To develop religious beliefs or convictions	( )	( )	( )	( )	( )	( )	( )	( )
	To provide students with role models	( )	( )	( )	( )	( )	( )	( )	( )
	To prepare students for graduate or advanced education	( )	( )	( )	( )	( )	( )	( )	( )
	To develop a philosophy of life	( )	( )	( )	( )	( )	( )	( )	( )
	To develop tolerance and understanding of other and of divergent viewpoints	( )	( )	( )	( )	( )	( )	( )	( )
	To teach students to adapt to a changing society	( )	( )	( )	( )	( )	( )	( )	( )
	To raise women's aspirations	( )	( )	( )	( )	( )	( )	( )	( )
	To provide for students' emotional development	( )	( )	( )	( )	( )	( )	( )	( )
	To achieve deeper levels of student's self-understanding	( )	( )	( )	( )	( )	( )	( )	( )

(over)

E = essential V = very important S = somewhat important N = not important or irrelevant

		A (MY GOALS)				B (OVERALL INSTITUTION'S GOALS)			
		E	V	S	N	E	V	S	N
19. CONT.	To develop responsible citizens	( )	( )	( )	( )	( )	( )	( )	( )
	To prepare students who will be able to educate their families	( )	( )	( )	( )	( )	( )	( )	( )
	To provide the local community with skilled human resources	( )	( )	( )	( )	( )	( )	( )	( )
	To prepare students for family living	( )	( )	( )	( )	( )	( )	( )	( )
	To provide tools for the critical evaluation of contemporary society	( )	( )	( )	( )	( )	( )	( )	( )
	To provide the national workforce with skilled human resources	( )	( )	( )	( )	( )	( )	( )	( )
	To provide women of exceptional promise with first-rate education	( )	( )	( )	( )	( )	( )	( )	( )
	To create a climate in which students, faculty, and staff can easily and informally discuss ideas and interests	( )	( )	( )	( )	( )	( )	( )	( )
	To make it possible for students generally to have a satisfying social life while at the college	( )	( )	( )	( )	( )	( )	( )	( )
	To help students develop leadership skills	( )	( )	( )	( )	( )	( )	( )	( )
	To create a climate in which students, faculty, and staff are able to spend time in intellectual/cultural activities	( )	( )	( )	( )	( )	( )	( )	( )
	To create a climate in which students, faculty, and staff are able to spend time in health/physical/sports activities	( )	( )	( )	( )	( )	( )	( )	( )
	To create a climate in which students learn how to compete fairly and effectively	( )	( )	( )	( )	( )	( )	( )	( )

20. Mark the box which best indicates how frequently you have engaged in the activity described within the last academic year:

V=VERY OFTEN (3+ times per week) O=OFTEN (1-2 times per week) S=SOMETIMES (several times during the semester) I=INFREQUENTLY (once or twice per year) N=NEVER

	V	O	S	I	N
Supervised a student research project	( )	( )	( )	( )	( )
Encouraged a student to submit a paper for publication, or for presentation at a scholarly meeting	( )	( )	( )	( )	( )
Discussed with a colleague the mission of a women's college	( )	( )	( )	( )	( )
Discussed with a colleague criteria for promotion and tenure	( )	( )	( )	( )	( )
Discussed with either a colleague or student the representation of women in textbooks or courses related to your discipline	( )	( )	( )	( )	( )
Read reports of research in your discipline related to women	( )	( )	( )	( )	( )
Added material to your course(s) to recognize the contributions and perspectives of women	( )	( )	( )	( )	( )
Discussed with either a colleague or student the portrayal of minority groups in textbooks or courses related to your discipline	( )	( )	( )	( )	( )
Read reports of research in your discipline related to minority groups	( )	( )	( )	( )	( )
Added material to your course(s) to recognize the contributions and perspectives of minorities	( )	( )	( )	( )	( )
Challenged a promising student to work harder	( )	( )	( )	( )	( )
Helped a student with a personal problem	( )	( )	( )	( )	( )
Encouraged a student to apply to graduate or professional school	( )	( )	( )	( )	( )
Advised a student about choice of graduate or professional school	( )	( )	( )	( )	( )
Talked to an alumna about her career plans and/or problems	( )	( )	( )	( )	( )
Exchanged letters with an alumna	( )	( )	( )	( )	( )
Sponsored an independent study project	( )	( )	( )	( )	( )

V=VERY OFTEN (3+ times per week) O=OFTEN (1-2 times per week) S= SOMETIMES (several times during the semester) I= INFREQUENTLY (once or twice per year) N= NEVER

		V	O	S	I	N
20. CONT.	Sponsored an independent study project or discussion group on a topic related to women	( )	( )	( )	( )	( )
	Coauthored a paper with a student	( )	( )	( )	( )	( )
	Supported a student's request for research funds	( )	( )	( )	( )	( )
	Hired or invited a student to work with you on your own research project	( )	( )	( )	( )	( )
	Discussed with a student the barriers to participation in your field that may exist for women	( )	( )	( )	( )	( )
	Discussed with a student the opportunities to participation in your field that may exist for women	( )	( )	( )	( )	( )
	Discussed your own research with a student and invited her comments	( )	( )	( )	( )	( )
	Discussed your personal development (attitudes, political and social views, personal background) with a student	( )	( )	( )	( )	( )
	Discussed your professional development (career choices, job offers, research interests) with a student	( )	( )	( )	( )	( )
	Discussed your research interests with a same-sex faculty colleague and invited his/her comments	( )	( )	( )	( )	( )
	Discussed your research interests with an opposite sex faculty colleague and invited his/her comments	( )	( )	( )	( )	( )
	Discussed with a student her personal development	( )	( )	( )	( )	( )
	Discussed with a student professional, intellectual,or scholastic development	( )	( )	( )	( )	( )
	Compared your career development and aspirations with a same-sex faculty colleague	( )	( )	( )	( )	( )
	Compared your career development and aspirations with an opposite sex faculty colleague	( )	( )	( )	( )	( )
	Discussed career options with a student	( )	( )	( )	( )	( )

21. What is the special mission of a women's college?

_____

_____

_____

_____

_____

22. Please indicate your agreement or disagreement with each of the following statements:

SA=strongly agree A=agree with reservations D=disagree with reservations
SD=strongly disagree

	SA	A	D	SD
In my department, it is very difficult to achieve tenure if one does not publish	( )	( )	( )	( )
Part-time faculty should be eligible for tenure	( )	( )	( )	( )
Teaching effectiveness, not publications, should be the primary basis for faculty promotion	( )	( )	( )	( )
Faculty promotions should be based in part on formal student evaluations of their teachers	( )	( )	( )	( )
Undergraduates today study harder than those of four years ago	( )	( )	( )	( )
I prefer to teach small classes	( )	( )	( )	( )
Institutional demands for doing research interfere with my effectiveness as a teacher	( )	( )	( )	( )
I wish I had a smaller teaching load so I could devote more time to research	( )	( )	( )	( )
Claims of discriminatory practices against women students in higher education have been greatly exaggerated	( )	( )	( )	( )
There should be preferential hiring for minority faculty at this institution	( )	( )	( )	( )
There should be preferential hiring for women faculty at this institution	( )	( )	( )	( )
There should be preferential hiring for women and minorities at other institutions	( )	( )	( )	( )
Institutional anti-nepotism rules should be abolished	( )	( )	( )	( )
If I had a chance to retrace my steps, I would not choose an academic life	( )	( )	( )	( )
If I had a chance to retrace my steps, I would choose another discipline	( )	( )	( )	( )
Knowledge in my field is expanding so fast that I have fallen seriously behind	( )	( )	( )	( )

SA=strongly agree A=agree with reservation D=disagree with reservations
SD=strongly disagree

		SA	A	D	SD
22 CONT.	Compared with most men of my age, in my field, who have had comparable training, I have been more successful	( )	( )	( )	( )
	Compared with most women of my age, in my field, who have had comparable training, I have been more successful	( )	( )	( )	( )
	Academic programs at colleges for women differ in content from those at coeducational institutions	( )	( )	( )	( )
	The learning environment at a women's college is more supportive of women students than that of a coeducational institution	( )	( )	( )	( )
	Men and women differ in the range of their abilities	( )	( )	( )	( )
	Men and women differ in the range of their priorities	( )	( )	( )	( )
	I would consider endorsing a woman candidate for president of the United States	( )	( )	( )	( )
	I would consider sending my daughter to a women's college	( )	( )	( )	( )
	There is a greater need today for women's colleges than ever before	( )	( )	( )	( )
	Women's colleges provide a significant option for female students, thus providing diversity among institutions of higher education	( )	( )	( )	( )
	Women's studies may be a passing interest at a large coeducational institution, whereas they are a long-standing tradition at women's colleges	( )	( )	( )	( )
	Women's studies departments or programs are less prevalent at women's colleges because the latter believe in "mainstreaming" women	( )	( )	( )	( )
	There will be more interest in a separate women's studies program or department on this campus in the next decade	( )	( )	( )	( )
	There will be more research done by both faculty and students at this campus on the topic of women in the next decade	( )	( )	( )	( )
	I have made substantial changes in the content of my course(s) to include material which approaches the discipline from a female perspective as well as a male perspective	( )	( )	( )	( )

SA=strongly agree A=agree with reservation D=disagree with reservations
SD=strongly disagree

	SA	A	D	SD
In general, my discipline has begun to recognize the needs and contributions of women and issues of interest to them	( )	( )	( )	( )
Graduates of women's colleges are less likely than women graduates of other colleges to be complicit in discriminating against other women	( )	( )	( )	( )
A supportive environment for women is more a function of the way a subject is taught than a function of the content of the syllabus	( )	( )	( )	( )
This college has been somewhat slow to recognize the contributions and concerns of women in the curriculum	( )	( )	( )	( )
A young woman could acquire roughly the same education at a small coeducational liberal arts college as she could at an institution for women of equal prestige	( )	( )	( )	( )
Something happens in the classroom at a women's college that makes the course content especially relevant to women	( )	( )	( )	( )

Please explain: _____

_____

_____

_____

23. About how many days during the past academic year were you away from campus for professional activities (e.g., for professional meetings, speeches, consulting)?

NONE	ONE	2-3	4-5	6-10	11-20	21-30	31-40	40+
( )	( )	( )	( )	( )	( )	( )	( )	( )

24. How many articles have you published in academic or professional journals?

NONE	ONE	2-3	4-5	6-10	11-20	21-30	31-40	40+
( )	( )	( )	( )	( )	( )	( )	( )	( )

25. How many books or monographs have you written or edited, alone or in collaboration?

NONE	1-2	3-4	5-10	10+
( )	( )	( )	( )	( )

26. In the past 12 months, have you been engaged in any research, scholarly writing, or creative works? YES ( ) NO ( )

27. Would you describe your overall political inclinations as:

( )FAR LEFT	( )SOMEWHAT CONSERVATIVE
( )VERY LIBERAL	( )VERY CONSERVATIVE
( )SOMEWHAT LIBERAL	( )FAR RIGHT
( )MODERATE	( )NONE OF THESE

28. Which of the following best describes the past and current situation of women and blacks in your discipline?

1 = subject to severe discrimination regardless of the quality of their work
2 = discriminated against though able ones make their way
3 = treated the same as others doing work of about the same quality
4 = treated better than others doing work of about the same quality

	1	2	3	4
Women in my field about a decade ago	( )	( )	( )	( )
Women in my field now	( )	( )	( )	( )
Blacks in my field about a decade ago	( )	( )	( )	( )
Blacks in my field now	( )	( )	( )	( )

29. Do you agree or disagree with the propositions below?

1 = strongly agree
2 = agree with reservations
3 = disagree with reservations
4 = strongly disagree

	1	2	3	4
THE TOP PEOPLE IN MY FIELD ARE SUCCESSFUL BECAUSE . . .				
They are more effective "operators" than others	( )	( )	( )	( )
They have had many advantages	( )	( )	( )	( )
They are brighter than most others	( )	( )	( )	( )
They are effective promoters of their careers	( )	( )	( )	( )
They have done more important research	( )	( )	( )	( )
They have had sponsors who helped them get off to a good start	( )	( )	( )	( )

(continued on next page)

30. Some faculty members are inclined to think of themselves as "intellectuals". Others find "scholar", "scientist", "teacher", or "professional", more satisfactory descriptors. Which of these terms describes you best? Which is the poorest descriptor?

	BEST	POOREST
Intellectual	( )	( )
Professional	( )	( )
Scholar	( )	( )
Scientist	( )	( )
Teacher	( )	( )

31. Please identify the three scientists or scholars who have made the most important contributions to your discipline in the last ten years.

NAME	INSTITUTIONAL AFFILIATION
_____	_____
_____	_____
_____	_____

32. COMMENTS:

WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

INSTRUCTIONS FOR _____

1. Please check your package to make sure that it is complete. You should have:
   (a) one questionnaire for presidents and return envelope
   (b) a predetermined number of questionnaires for distribution to faculty members and return envelopes
   (c) one copy - presidential cover letter to faculty questionnaires
   (d) one presidential follow-up letter to faculty participants
   (e) a faculty selection grid

   The number of faculty questionnaires to be distributed at your institution is: _____. If any of these items is missing, please contact Susan Bales at the Coalition (202-466-5430) immediately.

2. THE QUESTIONNAIRE FOR PRESIDENTS

   Questions #1-19 may be completed by someone other than the president, as these questions require the compilation of data regarding the size of your faculty, the number of trustees, etc. If you choose to have another officer complete this section, please see that both sections of the questionnaire are returned together before March 1, 1980. A self-addressed stamped envelope is enclosed for your convenience.

3. QUESTIONNAIRES FOR DISTRIBUTION TO FACULTY

   To ensure randomness in the selection of faculty members, a simple formula has been devised for the selection of faculty participants. It is critically important that the sample include an equal number of men and women. Additionally, we would appreciate your efforts to include faculty in a number of disciplines. It is very important that faculty in the sciences and mathematics be represented.

   TO SELECT FACULTY: Refer to your current year academic catalogue or other current list of full-time faculty currently in residence at the college. Using the letters of the name of your institution, and drawing equally from men and women in your faculty, choose two faculty members whose last name begins with the first letter in your college's

continued on other side

name. Using the faculty selection grid enclosed in the package, continue through the letters in the college name until the number of faculty participants needed from your institution have been identified. If only one faculty member should have a name beginning with a certain letter, include this name and proceed to the next letter, taking care to have an equal number of male and female faculty in the overall sample. If the letters in the college name are insufficient, continue through the letters of the city and the state in which your college is located.

FOR EXAMPLE: FITZBERG COLLEGE is located in Minor, Maine. Fourteen faculty questionnaires must be distributed to the faculty at this college. Using a current faculty list, the selection process might look like this:

	MALE	FEMALE
F	Frankel, John	Ford, Elizabeth
I	Ingersol, Mark	_____
T	Tobart, Maurice	_____
Z	_____	_____
B	Bockle, Michael	Boyner, Sarah
E	_____	Ellsworth, Martha
R	Richmond, Roy	Richards, Edna
G	Gardner, Larry	Gackle, Susan
C	Clingford, Ted	Casner, June
O	_____	O'Neill, Anne
L		
L		
E		
G		
E		

Note: If more questionnaires were required of Fitzberg, the letters M-I-N-O-R M-A-I-N-E could have been used as well.

Once the list of faculty participants is complete, take the PRESIDENTIAL COVER LETTER provided in the package of materials and attach a copy of this cover letter to each faculty questionnaire, on top of the Hager, Sharp, and Abramson cover letter. We hope you will use the president's letterhead and, if possible, have the president sign each copy personally.

Working from the list of faculty participants which you developed, write each faculty member's name in the upper right hand corner of the PRESIDENTIAL COVER LETTER.

The faculty questionnaires are now ready for distribution. Please see that this is done as soon as possible after the receipt of the package.

Save the list of faculty participants!

PLEASE NOTE: In the interest of objectivity, faculty questionnaires make no mention of the Women's College Coalition. We have specifically avoided any reference to the Coalition so as not to bias faculty responses. Please be careful in dealing with faculty members that no mention is made of the Coalition. As you will see from the covering letter, we have defined the study as "one which looks at various subsamples of the higher educational community." If a faculty member should ask you, "Who is conducting this survey and why is it so important for me to respond?" PLEASE REPLY: "Hager, Sharp, and Abramson, a Washington-based firm with an affiliation to the Association of American Colleges, is conducting this survey with funding from the Ford Foundation. It is important for you to respond because this is a rare opportunity for our college to be included in a large survey research study. We hope to learn more about how certain kinds of institutions create an effective learning environment."

4. PRESIDENTIAL FOLLOW-UP LETTER TO FACULTY PARTICIPANTS

On Thursday, February 21, a copy of this follow-up letter should be signed and sent to all faculty to whom questionnaires were distributed.

Again, please write the name of each faculty member to receive the memo in the upper right hand corner and distribute. To ensure the anonymity of faculty respondents, please destroy your list of faculty participants after completing this task.

5. Also on February 21, please check to see that the person designated to complete questions #1-19 of the PRESIDENTIAL QUESTIONNAIRE has done so and has forwarded this information on to the president for his or her completion.

Remember: Questionnaires should be returned to Hager, Sharp, and Abramson in the envelope provided, by March 1.

Thank you for your support and cooperation!

PRESIDENT'S COVER LETTER
(please put on president's letterhead)

Dear Faculty Member:

I would like to encourage you to participate in the attached survey research project funded by the Ford Foundation. Because it will only take 25 minutes to stop and answer these questions and because the study promises to provide us with some important information regarding this and other comparable institutions, I believe it is important for us to be represented in the study.

The researchers have assured absolute anonymity to participants and will make only aggregated data available to cooperating institutions in the survey report. This is an important opportunity for us and I hope you will take the time necessary to respond. My personal thanks for your assistance.

Sincerely,

PRESIDENT'S FOLLOW UP LETTER
(please put on president's letterhead)

February 21, 1980

Dear Faculty Member:

This is to remind you that the survey questionnaires which you received earlier this month must be completed and returned to the research staff in Washington no later than March 1. We are, as I mentioned in my earlier memo to you, very eager to be included in this study. I would be most grateful for your participation in this research effort.

Sincerely,

FACULTY SELECTION GRID

Letters of name of college followed by (if necessary) city in which college is located and state	MALE	FEMALE

VI. Bibliography

BIBLIOGRAPHY

Astin, Alexander. The College Environment. San Francisco: Jossey-Bass, 1978.

Astin, Alexander. Four Critical Years. Washington, D.C.: American Council on Education, 1968 a.

Bales, Susan N. and Marcia K. Sharp. A Profile of Women's Colleges and Analysis of the Data. Washington, D.C.: Women's College Coalition, 1980.

Bayer, Alan. Teaching Faculty in Academe: 1972-73. Washington, D.C.: American Council on Education, 1973.

Block, Jeanne H. "Sex-Related Differences and Educational Policy." Unpublished manuscript, 1978.

Bowen, Howard. Investment in Learning. San Francisco: Jossey-Bass, 1977.

Boyer, Ernest L. and Martin Kaplan. Educating for Survival. New Rochelle, New York: Change Magazine Press, 1977.

Carnegie Foundation for the Advancement of Teaching. Missions of the College Curriculum, A Commentary. San Francisco: Jossey-Bass, 1977.

Chickering, A.W. Education and Identity. San Francisco: Jossey-Bass, 1969.

Felman, K.A. and T.M. Newcomb. An Analysis of Four Decades of Research. Vol. I of The Impact of College on Students. San Francisco: Jossey-Bass, 1969.

Gaff, J.G. "Making a Difference: The Impacts of Faculty," Journal of Higher Education. November, 1973.

Goldsen, Rose K., et. al. What College Students Think. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1960.

Howard, Suzanne. But We Will Persist: A Comparative Research Report on the Status of Women in Academe. Washington, D.C.: American Association of University Women, 1978.

Howe, Florence. Seven Years Later: Women's Studies Programs in 1976. Washington, D.C.: National Advisory Council on Women's Educational Programs, 1977.

Nelson, Elizabeth Ness and Kathryn H. Brooks. Women's Studies As a Catalyst for Faculty Development. Washington, D.C.: National Institute of Education/Department of Health, Education and Welfare.

Reed, Beth, ed. et. al. Toward a Feminist Transformation of the Academy. Ann Arbor, Michigan: GLCA Women's Studies Program, 1980.

Snyder, Benson R. The Hidden Curriculum. New York: Alfred A. Knopf, 1971.

Tidball, M. Elizabeth. "The Search for Talented Women." Change, 6: 51-52, 64, 1974.

Tidball, M. Elizabeth. "Women's Colleges and Women Achievers Revisited." SIGNS: Journal of Women in Culture and Society 1980, Vol. 5, no. 3, 504-517.

Tidball, M. Elizabeth. "Women on Campus--And You." Liberal Education, 61: 285-292, 1975.

Tidball, M. Elizabeth. "On Liberation and Competence." Educational Record, 57: 101-110, 1976.

Tidball, M. Elizabeth and Vera Kistiakowsky. "Baccalaureate Origins of American Scientists and Scholars." Science, 193: 646-652, 1976.

VIII. Appendix

WOMEN'S COLLEGES AND UNIVERSITIES OF THE UNITED STATES

Judson College
Marion, AL

Mills College
Oakland, CA

Mount St. Mary's College
Los Angeles, CA

Scripps College
Claremont, CA

Colorado Women's College
Denver, CO

Albertus Magnus College
New Haven, CT

Hartford College for Women
Hartford, CT

Mount Mary College
Milwaukee, WI

Saint Joseph College
West Hartford, CT

Mount Vernon College
Washington, DC

Trinity College
Washington, DC

Agnes Scott College
Decatur, GA

Brenau College
Gainesville, GA

Spelman College
Atlanta, GA

Tift College
Forsyth, GA

Wesleyan College
Macon, GA

Barat College
Lake Forest, IL

DeLourdes College
Des Plaines, IL

Felician College
Chicago, IL

Mallinckrodt College
Wilmette, IL

Mundelein College
Chicago, IL

St. Mary-of-the-Woods College
St. Mary-of the-Woods, IN

Saint Mary's College
Notre Dame, IN

Saint Mary College
Leavenworth, KS

Midway College
Midway, KY

St. Mary's Dominican College
New Orleans, LA

Newcomb College
Tulane University
New Orleans, LA

College of Notre Dame of Maryland
Baltimore, MD

Goucher College
Baltimore, MD

Hood College
Frederick, MD

Aquinas Junior College
Newton, MA

Aquinas Junior College
Milton, MA

Bay Path Junior College
Longmeadow, MA

College of Our Lady of the Elms
Chicopee, MA

Emmanuel College
Boston, MA

Endicott College
Beverly, MA

Fisher Junior College
Boston, MA

Lasell Junior College
Newton, MA

Lesley College
Cambridge, MA

Mount Holyoke College
South Hadley, MA

Pine Major College
Chestnut Hill, MA

Radcliffe College
Cambridge, MA

Regis College
Weston, MA

Simmons College
Boston, MA

Smith College
Northampton, MA

Wellesley College
Wellesley, MA

Wheaton College
Norton, MA

College of St. Benedict
St. Joseph, MN

College of St. Catherine
St. Paul, MN

College of Saint Teresa
Winona, MN

Blue Mountain College
Blue Mountain, MS

Mississippi University for Women
Columbus, MS

Cottey College
Nevada, MO

Stephens College
Columbia, MO

William Woods College
Fulton, MO

College of Saint Mary
Omaha, NE

Colby-Sawyer College
New London, NH

Castle Junior College
Windham, NH

Notre Dame College
Manchester, NH

Rivier College
Nashua, NH

Caldwell College
Caldwell, NJ

Centenary College
Hackettstown, NJ

College of Saint Elizabeth
Convent Station, NJ

Felician College
Lodi, NJ

Georgian Court College
Lakewood, NJ

Douglass College
Rutgers St. Univ.-NJ
New Brunswick, NJ

Barnard College
New York, NY

Cazenovia College
Cazenovia, NY

College of New Rochelle
School of Arts & Sciences
New Rochelle, NY

William Smith College
Geneva, NY

Keuka College
Keuka Park, NY

Ladycliff College
Highland Falls, NY

Maria Regina College
Syracuse, NY

Marymount College
Tarrytown, NY

Marymount Manhattan College
New York, NY

Molloy College
Rockville Centre, NY

Russell Sage College
Troy, NY

Wells College
Aurora, NY

Bennett College
Greensboro, NC

Meredith College
Raleigh, NC

Peace College
Raleigh, NC

Queens College
Charlotte, NC

Sacred Heart College
Belmont, NC

St. Mary's College
Raleigh, NC

Salem College
Winston-Salem, NC

College of Mount St. Joseph
Mount St. Joseph, OH

Lake Erie College
Painsville, OH

Lourdes College
Sylvania, OH

Notre Dame College of OH
Cleveland, OH

Ursuline College
Cleveland, OH

Bryn Mawr College
Bryn Mawr, PA

Carlow College
Pittsburgh, PA

Cedar Crest College
Allentown, PA

Chatham College
Pittsburgh, PA

Chestnut Hill College
Philadelphia, PA

College Misericordia
Dallas, PA

Harcum Junior College
Bryn Mawr, PA

Immaculata College
Immaculata, PA

Manor Junior College
Jenkintown, PA

Marywood College
Scranton, PA

Moore College of Art
Philadelphia, PA

Our Lady of Angels
College
Aston, PA

Rosemont College
Rosemont, PA

Seton Hill College
Greensburg, PA

Villa Maria College
Erie, PA

Wilson College
Chambersburg, PA

Columbia College
Columbia, SC

Converse College
Spartanburg, SC

Texas Woman's
University
Denton, TX

Trinity College
Burlington, VT

Hollins College
Hollins College, VA

Mary Baldwin College
Staunton, VA

Marymount College
of VA
Arlington, VA

Randolph-Macon
Woman's College
Lynchburg, VA

Southern Seminar
Junior College
Buena Vists, VA

Sweet Briar College
Sweet Briar, VA

Alverno College
Milwaukee, WI

WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

ABOUT THE WOMEN'S COLLEGE COALITION

THE WOMEN'S COLLEGE COALITION is a voluntary organization of 71 women's colleges nationwide. Members come from 23 states and the District of Columbia, and include public and private, independent and church-related, and two and four-year colleges.

PURPOSE The Coalition functions as an advocate and information resource for women's colleges. It is primarily concerned with examining ways in which women's colleges work within the education community to support the intellectual, professional and personal development of women today.

Through a research project supported by the Ford Foundation, the Coalition is working to develop a data base on the country's undergraduate colleges for women. The Ford project also supports the Coalition in functioning as a clearinghouse for research studies that have significant bearing on women's colleges, and as a repository of materials on women's colleges.

Topics of particular interest to the Coalition include: the role of women's colleges as resources on women and women's affairs; curricular focus on women/women's studies; the learning environment at women's colleges; the advancement of women in teaching, administrative and trustee positions; and the public policy concerns of women's colleges.

ORGANIZATION The Coalition was founded in 1972 as a project of the Association of American Colleges. It is governed by an Executive Committee of nine member presidents, chaired by Sr. Dorothy Ann Kelly, President of the College of New Rochelle.

FOR FURTHER INFORMATION Contact Marcia Sharp, Director, or Susan Nall Bales, Research Coordinator.

WOMEN'S COLLEGE COALITION

List of Member Colleges

CALIFORNIA
- Mills College
- Mount St. Mary's College
- Scripps College

COLORADO
- Colorado Women's College

CONNECTICUT
- Albertus Magnus College
- Saint Joseph College

DISTRICT OF COLUMBIA
- Mount Vernon College
- Trinity College

GEORGIA
- Agnes Scott College
- Spelman College

ILLINOIS
- Barat College
- Mundelein College

INDIANA
- Saint Mary-of-the-Woods College
- Saint Mary's College

KANSAS
- Saint Mary College

KENTUCKY
- Midway College

MARYLAND
- College of Notre Dame of Maryland
- Goucher College
- Hood College

MASSACHUSETTS
- Bay Path Junior College
- College of Our Lady of the Elms
- Emmanuel College
- Endicott College
- Mount Holyoke College
- Pine Manor College
- Radcliffe College
- Regis College
- Simmons College
- Smith College
- Wellesley College
- Wheaton College

MINNESOTA
- College of St. Benedict
- College of St. Catherine
- College of St. Teresa

March, 1981

MISSISSIPPI
- Mississippi University for Women

MISSOURI
- Stephens College

NEW HAMPSHIRE
- Colby-Sawyer College
- Rivier College

NEW JERSEY
- Caldwell College
- College of Saint Elizabeth
- Douglass College, Rutgers Universit
- Georgian Court College

NEW YORK
- Barnard College, Columbia Universit
- College of New Rochelle
- Keuka College
- Maria Regina College
- Marymount College
- Marymount Manhattan College
- Molloy College
- Russell Sage College
- Wells College
- William Smith College

OHIO
- College of Mount St. Joseph on the Ohio

PENNSYLVANIA
- Bryn Mawr College
- Carlow College
- Cedar Crest College
- Chatham College
- Marywood College
- Moore College of Art
- Rosemont College
- Villa Maria College
- Wilson College

SOUTH CAROLINA
- Converse College

TEXAS
- Texas Women's University

VERMONT
- Trinity College

VIRGINIA
- Hollins College
- Mary Baldwin College
- Marymount College of Virginia
- Randolph-Macon Women's College
- Sweet Briar College

WISCONSIN
- Alverno College

Publications Available

from the Women's College Coalition

Remarks by Patricia Roberts Harris, Secretary of Health, Education, and Welfare, for the Secretary's Conference on Women's Colleges, 18 September 1979 (reprinted at $ .50 each)

A Profile of Women's Colleges - May 1980 (currently out of print)

A Profile of Women's Colleges: Analysis of the Data - June 1980 ($1.50)

The Learning Environment at Women's Colleges - Spring 1981 ($15.00)

HIGHLIGHTS of The Learning Environment at Women's Colleges - Spring 1981 ($2.50)

A Second Profile of Women's Colleges - Spring 1981 ($7.50)

A Second Profile of Women's Colleges: Analysis of the Data - Spring 1981 ($2.50)

The Case for Women's Colleges: An Outline of the Literature - Summer 1981 ($1.00)

"Enrollment Trends in Women's Colleges" reprinted from Trends and Patterns: A Study of Enrollments in Higher Education 1970-1979 - a National Center for Education Statistics publication - Summer 1981 ($2.50)

BEST AVAILABLE COPY